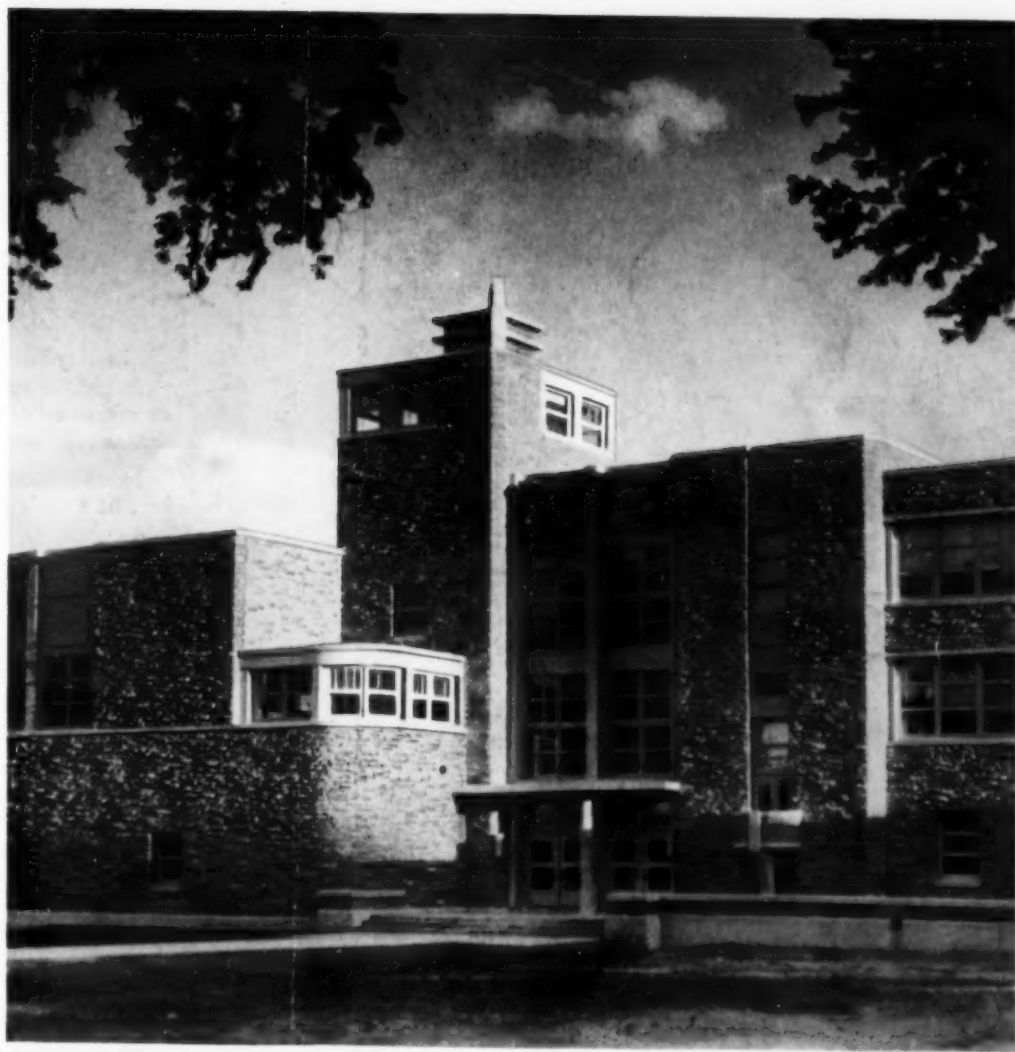


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A Periodical of School Administration



M A Y, 1939

In This Issue:

The Health Program of Taft, California

W. M. Culp

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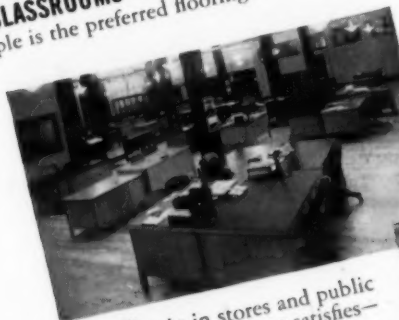
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Table of Contents

Cover: Boulder High School, Boulder, Colorado	
Cartoon: A Sacred Trust.....	21
J. W. Morley	
A Memorial Museum Which Teaches.....	22
Paul B. Hanawalt	
A State Program for the Training of Superintendents of Schools.....	23
Theodore L. Reller	
The Health Program of the Taft School District, Taft, California.....	26
W. M. Culp	
Effective Public-School Administration.....	30
O. J. Moulton	
St. Paul Schools Utilize Works Progress Administration for Fact Finding....	32
Paul S. Amidon	
We Who Apply.....	33
Albert J. Huggett	
Adult Education in a Small Town.....	34
Thomas E. Benner and E. L. Ihrig	
The Responsibility of School Boards for the Schools.....	35
Charles R. Foster, Jr.	
The Activity Program—An Evaluation.....	36
Francis M. Crowley	
Supervisory Policies and Teachers' Reactions.....	37
J. R. Shannon	
Some Brief Types of Examinations.....	39
R. F. Peters	
Dutchtown, Louisiana, Celebrates Completion of School.....	41
A Modernistic Building for a Modern School.....	44
Elementary-School Plants in Duplicate.....	47
Walter L. Culver, Jr.	
The Value of Case-Study Cards.....	49
Ruby Ballard Smith	
Teachers Help Solve Administrative Problems.....	50
Aletha M. Herwig	
The Inventory—An Indispensable Part of an Efficiently Administered School.	51
R. H. Licking	
Announce Plans for Second Meeting National School Boards.....	52
"Consumerizing" the Teaching of Commercial Law.....	53
William H. Wing	
Administrative Devices and Adjustments for Enriching Offerings in Small Schools	54
R. V. Hunkins	
The Element of Safety in School Transportation.....	55
J. C. Mitchell	
The Teacher's Time Clock.....	57
R. R. Brock	
A School Cafeteria That Pays Its Way.....	60
Are Superintendents Polite?.....	60
Ford B. Wycombe	
Bothered by a Book Budget?.....	70
William E. Hayes	
Rochester Offers Guidance for Community Enterprise.....	70
New Pupil Report Cards—Grading Pupils Difficult Task.....	70
J. H. Clement	
Editorials:	
The Sensational in School-Board Deliberations.....	58
The Chicago Proposal of a "Super" School Board.....	58
Some Spring School-Board Elections.....	58
Periodical Textbook Controversy.....	59
Questionable Local School Finance.....	59
School Law	64
New Books	66
School Administration in Action.....	70
School-Board News	76
News of Superintendents.....	80
School Building News.....	84
Teachers' Salaries	86
School Finance and Taxation.....	88
Teachers and Administration.....	90
School Administration News.....	93
School Hygiene Notes.....	94
Personal News of School Officials.....	95
After the Meeting	112
School Buyers' News.....	112

SELECTION AND PURCHASE OF SCHOOL SUPPLIES

The changes which are constantly in progress in the channels of commerce and trade also find expression in the business transactions in which school systems engage. It has become axiomatic that quality and price control, and that purchases running into certain figures must be subject to competitive bidding. Thus, the lowest bidder wins his contracts in the school supply trade.

So far, this would seem to be an acceptable procedure and in keeping with customary methods of making purchases. Experience, however, has taught that the cheapest article in the end may not always be the most economical or utilitarian.

The purchase of school supplies and paraphernalia can only become satisfactory when selected in the light of the educational service they are to render. In brief, they must be chosen for their adaptability and the service they are intended to render to the actual work carried on in the schools. And here quality and price may mean one thing, while adaptability and service may mean another.

After all, economy and efficiency must be borne in mind in the choice of any article purchased. The logic of the school supply situation at the present time is that greater stress is placed upon price than upon educational adaptability. Recognition of the lowest bidder system does not necessarily spell economy and may in many instances spell extravagance. Some glaring cases in this direction have come to light during the past year where contracts ignored all considerations except those of low cost. Boards of education and superintendents are beginning to discriminate between one and the other.

Rules governing the purchase of school supplies are made to be observed, but it also follows in the light of experience, that flexibility and sound reasoning must obtain if desirable results are to be achieved.

This means that the specifications must be clear and explicit, and must ignore cheapness and inferiority, in order that the purchaser may obtain exactly what he wants and needs. The price differences must give way to a policy which seeks to obtain the utilitarian, and in the last instance the most economical. This is the course any level-headed businessman would pursue. The circum-spect school official buys not cheaply but wisely.

THE EDITOR

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The contents of this issue are listed in the "Education Index."

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A SACRED TRUST

A Memorial Museum Which Teaches

Paul B. Hanawalt¹

Have you ever wished for some samples of specimens of fossils, arrowheads, Indian war bonnets, a head-hunter's sword, or Eskimo outfits which you could show your students in nature-study work or social-science classes? One of the best ways to learn is to see. A museum in your school will afford you these opportunities. It will create an interest and understanding never to be found in pictures or books.

The Puyallup Junior-Senior High School has such a museum. It is called the Paul H. Karshner Memorial Museum. Paul Karshner was the son of Dr. and Mrs. W. M. Karshner of Puyallup, Wash. Dr. Karshner has been a physician and surgeon in our city for many years. Paul died several years ago when he was a senior in our high school. He was an outstanding student in every way. Whereas Paul was an only child in this family, the parents have felt that the school which he last attended should be the medium through which they could express their love and devotion to his memory. These parents have, therefore, dedicated to Paul a memorial museum.

Dr. Karshner conceived his idea for this project while traveling in England. He states that in that country, museums are a part of every public-school system and each boy and girl is expected to use the museum at least once a year.

We used to teach science in our schools from books only. We now use the laboratory method. We feel that our museum is the means of applying the laboratory method of teaching for any and all subjects in our schools, and from the first to the twelfth grade inclusive. We realize more and more, as time goes on, that it is one

¹Superintendent of City Schools, Puyallup, Wash.



Children get a much better appreciation of Indian life when they see war bonnets and other clothing worn by Indians and when they have an opportunity to actually examine Indian baskets, wampum, etc.

of our greatest teaching devices. The museum can be considered a library of specimens to be used in teaching. The exhibits that we now have in this museum are valued at about fifteen thousand dollars.

We have given this museum some of the finest space that we have in our building. The room it now occupies is approximately

55 feet in length, by 40 feet in width. It is strictly a teaching museum. We do not allow contributions which cannot be used for teaching.

There are forty-nine cases of specimens, some very large. In addition to these, there are articles on the walls and also on top of the cases. For instance, on the walls there are eight frames, consisting of an amazing array of Indian arrowheads, doubtless the finest collection ever made for any school museum in America. One frame alone of this group contains over seven hundred specimens of arrowheads.

Two fields which have been given special attention in our museum are Indian life in the Northwest, and Eskimo life in Alaska. Signs of these two civilizations have disappeared. In fact, almost all of the good specimens are gone. We are fortunate indeed to have such a fine array in both of these fields.

When Dr. Karshner started our museum about seven years ago, it consisted of four small cases which were located in one of the corridors of the senior-high-school building. Four years later, so much material had been accumulated, that it was necessary to give an entire classroom for this purpose. Three months ago, we moved into our present location, which will afford room for growth in the future.

As head of the museum we have a curator, a teacher who was formerly the head

(Concluded on page 111)



An interested group of high school pupils listening to an explanation of mastodon life.

A State Program for the Training of Superintendents of Schools

Theodore L. Reller*

In the early part of the nineteenth century, the first normal school for the training of teachers was established in the United States. It was a private venture. Fifteen years later, in 1838 the Massachusetts legislature matched a private gift and provided for the opening of the first state normal school in the country. There was a growing recognition of the fact that the very large problem of school betterment centered in the improvement of teachers. The spread of state normal schools was slow until after the Civil War when a very great expansion, both in the number of institutions and in their size, occurred. The extent to which normal schools, and more recently teachers colleges, have come to exist in this country is commonplace and need not be commented upon here.

In addition to the improvement in the education of teachers in teachers colleges, there has been also in the twentieth century the development of numerous improved programs for the education of teachers in colleges and universities. As a result, today one hears the young teacher very frequently state that she subscribes to and would like to direct learning in accord with approved principles but that she cannot do very much in the "system" in which she is teaching. Of course in many instances the reply to her is that she should introduce the principles she accepts so far as possible and that any teacher can always improve her practice even though the limits of improvement may be prescribed sharply by some administrative officer.

This is true but it is not adequately meeting the situation. Why should the teacher have to struggle against the administrator in effecting improvements? Why should the administrative officer not be co-operating fully in the essential experimental work and in the development of the improved learning situation? Surely that is essential if the purpose of administration is "To enable the right pupils to receive the right education from the right teachers, at a cost within the means of the State, under conditions which will enable the pupils best to profit" by the educational opportunities offered. It would thus appear that if the children are to profit at all adequately as a result of the improved and extended teacher-training program, administrators must be secured who are going to promote fullest possible utilization of the abilities of the teachers being developed. Unless this is done, much of that which should be gained through an improved educational program for teach-

ers is inevitably lost. It is for this reason that the question is raised here concerning the selection and education of administrators. Our states have spent large sums of money to improve the training of teachers. If they wish a reasonable return on this investment, is it not essential that they invest a little in order to secure superior administrative officers? It is frequently said that the efficiency of local educational systems is highly related to the qualities of the chief executive. If there is truth in this, why has there been inaction on the part of our states for such a long time?

The Need for Efficient Administration

Perhaps we need to ask ourselves whether any or how much truth still remains in the statement of Spaulding made in 1910 that:

The administration of public education is grossly inefficient; it is the weakest phase of our great educational enterprise. In its present state, school administration is not the live product of clear, far-sighted vision, and keen insight; it is the sluggish resultant of tradition, habit, routine, prejudice, inertia, slightly modified by occasional and local outbursts of spasmodic, semi-intelligent, progressive activity. . . .¹

Regardless of the extent to which it could be agreed that that statement is applicable today it would probably be easy to secure agreement to the statement of Elliott made at the same date that:

Before our common public schools, as a national institution, are raised to required levels of efficiency, there must be a regime of directors (superintendents) who see far more clearly and deeply the real issues in American education, and who strive more courageously and successfully to realize the ideals from which the issues have arisen. . . .²

In the beginning of the last half of the nineteenth century with the rapid expansion and development of state and city systems of education, there developed a number of new educational positions. Superintendents of schools, principals of elementary and secondary schools, and supervisors were needed. They were drawn from various positions in life when the new educational positions were created. In some instances they were professional men who were members of boards of education or who had been especially interested in the development of public education. In the majority of cases, however, former teachers were promoted to these administrative

and supervisory positions. They had only such education as other teachers in the schools but had had successful experience as teachers. In the later years of the nineteenth century these positions came to be filled almost exclusively by former teachers. In the early years of the city superintendency there was a keen understanding of the different nature of the work of the superintendent of schools from that of a teacher. As years passed, however, this recognition seemed to grow more dim, perhaps because the superintendent was frequently responsible for instruction only rather than responsible for the efficiency of the school system. There was and continues to be entirely too little understanding of differences between the work of the teacher and that of the administrator and the corresponding differences in ability and training which are required for these positions respectively.

Now it was, and in the great majority of cases is, desirable that the administrator should first be trained as a teacher. This became the general practice, except in certain instances of large city superintendents or where the administrators were elected by popular vote, by the end of the nineteenth century and is the general practice today. By the end of the nineteenth century, however, there were few or no requirements for administrative officers which were intended to insure the attainment of administrative ability or training related thereto. In 1906 Cubberley pointed out that Wisconsin alone of the states issued any administrator's certificates and that it issued only the county superintendent's certificate and that upon the passing of an examination. Cubberley at this time proposed that each state should issue supervisory and administrative certificates for the "encouragement and singling out of the educational leader."³ In the early years of the twentieth century the practice of certifying administrative officers by states developed very slowly. In more recent years there has been an increase in the development of this type of control over entrants to administrative positions. In 1933 twenty-four states issued some types of administrative and supervisory certificates.⁴ In 1937 Peterson reported that thirty-three states were requiring superintendents' certificates.⁵

¹Balfour, Graham, *Educational Administration*, p. 36 (Oxford University Press, 1921).

²Spaulding, F. E. and Others, *The Aims, Scope and Methods of a University Course in Public School Administration* (National Society of College Teachers of Education, 1910), p. 3.

³*Ibid.*, p. 73.

⁴Cubberley, E. P., *The Certification of Teachers* (National Society for the Scientific Study of Education Yearbook, 1906).

⁵Reller, Theodore L., *State Certification for Administrative Positions* (1933).

⁶Peterson, B. H., "Certification of School Administrators in the United States," *School and Society*, 45:784-86, June 5, 1937.

*Assistant Professor of Education, University of Pennsylvania.

The Right Kind of Experience

At first glance it might be supposed that such a growth in the number of states issuing certificates for administrative positions has in large part eliminated the need for a state program for the training of administrators. Surely it does represent a movement in a desirable direction and with certain limitations should be encouraged. Certainly it has served to improve very considerably the administrative officers under whom the well-trained teachers of today are beginning work in their profession. Further examination, however, indicates that it is just a small step in the direction of more adequately providing for the selection and training of desirable individuals for administrative positions.

A study of the requirements for certification for such positions reveals that adequate years of experience are being required. In fact the detailed specifications of years of experience in certain sized positions, etc., as has been done in some states, may be questionable. It may tend to keep out of positions young men of outstanding administrative ability who could render large service. These experience requirements in many states, tend to emphasize teaching ability rather than administrative ability. Care must be exercised in order that these requirements do not keep out of service some with large ability to serve while admitting those with little ability or promise who have served largely as teachers, for the years specified. While the experience requirement as it has been developed and employed has been of assistance in eliminating many unqualified people, it has not served in as significant a manner as it should. To have held a position as the principal in a small rural community in which the board members continued to administer the schools directly for the most part, is little indication of the individual's ability to serve in another perhaps larger community. It may have tended to unfit him. Surely it is a questionable practice to have so many of our promising future administrators secure an experience in which so many of the accepted principles of administration are not practiced even if understood. When is experience embodying the application of accepted principles to be secured by these people?

Further examination of the certificate requirements reveals that a bachelor's degree is usually required, that no states require training in any fields closely associated to education such as sociology, or political science, and that while considerable hours of work in education are required in some states, they are frequently permitted to be undergraduate and do not insure thorough understanding of the problems of educational administration or of valuable procedures in meeting them. In studying the standards of the thirty-three states requiring a superintendents certificate, Peterson concludes that less than one tenth of the states require sufficient training in education, that very few states

require training in the proper education courses, and that only 6 per cent require what may be considered an adequate training in educational administration. Even if the courses and hours specified were adequate, serious questions might be raised concerning the standards attained in the courses in some institutions offering such work. However, the case of exceedingly low training requirements is established even though no steps are taken to discern the quality of the work which is accepted.

Better Certification Needed

In at least some states which issue administrative certificates there is a great demand for them. They are being issued as a result of this demand to large numbers of people who have had the required experience and hours of work in education but who offer exceedingly meager, if any, promise of success in administrative work. Consequently the board of education of a small community wishing to select a chief executive officer, receives applications from scores of "technically qualified" people. Furthermore, regardless of how incompetent a person they select, or for what reasons they select him, they protect themselves somewhat by being able to say that he has been "approved" (certified) by the state. They do not mention that the state requirements are minimum ones not intended to set the desired standard of training. It would seem to be true that if the administration of schools is to improve as rapidly as it has the possibility of doing, certification must come to mean true quality for the position rather than mere technical qualification.

It is true that there are many difficulties along the road of effecting this. However, they are certainly not so large that a serious attack upon them should not be undertaken. State departments, administrators in the field, and professors of education in our universities might well attack this problem jointly. Unless it is met, they should not anticipate rapid improvement in the administration of schools. Surely it cannot be expected that boards of education will give large powers to those unable to effectively assume them. Neither can it be desired to have legislatures give large legal powers to administrative officers who do not give promise of more effective administration as a result thereof.

In view of these conditions it may be well to ask how it is possible to attain the development of such educational leaders as are essential if education is going to make a fuller contribution to the solution of the problems confronting present-day society and the fuller attainment of the aims of the educational enterprise. In the process of answering this question, a review of developments in connection with the training of administrators is essential.

Before the opening of the twentieth century, there was little in terms of organized programs for the training of administrators at the various universities of the country. Various courses had, of course, been de-

veloped in a number of institutions. That the problems attracted serious attention early in the century is shown by the fact that the National Society of College Teachers of Education in 1910 devoted their annual meeting to a consideration of the aims, scope, and methods of a university course in school administration. At that meeting Spaulding presented the main paper. The most desired type of administrator, of which he judged there were possibly a few in the country, he described as that composed of those "who have really penetrated, with appreciative insight, the whole grand process of school administration; who comprehend the ideas and the forces past, and present, which are expressing themselves in this process; who understand the function of educational administration in its relation to the social, industrial, commercial, and economic, political, and progressively civilizing interests of the people; who have a clear indelible vision of the ends which this process of public education must be made, through consistently intelligent administration, to serve; who are heavily burdened, but not overwhelmed with the realization of the unparalleled responsibility and opportunity which is theirs of serving as a brain center and will center in animating, controlling, directing, and turning to constructive educational use, the vast complex of dormant, unguided, irrelevant, mutually counteracting forces of the community; and who are actually doing, not merely talking or thinking about, what every school administrator worthy of the name must do."⁷

The Development of University Courses

In discussing the manner in which a university course might contribute to the development of those who have the essential character, power, vigor, and personality Spaulding suggested that the student "must begin almost from the outset to do independent, constructive thinking, to engage earnestly in practical research, not for the sake of enlarging the sum of human knowledge, but for his own sake, and he must keep up this research and constructive thinking throughout the course. If, at the end, he has not acquired a habit, an appetite, for such working and thinking, which will grow upon him throughout his professional career, then the course has failed of its highest function."⁸ To assist in attaining this development, three types of material are available: first, the experiences of the individual which need to be analyzed, interpreted, and mastered; second, the most important, directed experience in educational administration; and third, the literature of the subject.

In the years following 1910, a program as comprehensive as that suggested heretofore was slow in developing. Rather, universities offered courses generally leading toward the master's degree and in an

⁷Spaulding, F. E. and Others, *op. cit.*, pp. 9, 10.

⁸*Ibid.*, p. 41.

increasing number of instances, toward the doctorate. Through these courses, a certain knowledge and understanding of educational administration was doubtless secured. Through laboratory courses in which problems were attacked and worked through, much was accomplished also. However, there tended to be too little selection of people for the training and too little guided practice or experience in actually meeting the real administrative problems. As a result of a recognition of the weakness of the training, there has been in more recent years an emphasis upon the internship as a desirable method of training administrative officers.

In 1930 Tink in discussing the internship defined it as "a plan for enabling a man with more training than experience, to shortcut by years under expert guidance, the mastery of the essentials in administering all phases of a city school system."⁹ This then is a plan for directed experience which should be of considerably greater value than such experience as is generally called for under certification laws.

Provisions for supplying young men interested in administrative positions with opportunities for securing directed experience have been developed by a number of institutions. These opportunities are of various types and have varying values. Strayer¹⁰ of Teachers College reports that through the school survey they have found it possible to bring students into first-hand contact with administrative problems. They have also carried on more direct internships. Hart¹¹ of California has described the co-operative plan of teaching school administration at the University of California. The students in this case spend a minimum of one day a week (concurrently with course work at the university) observing many phases of the Oakland city school system in operation and participating in the work at all levels and in many departments. Spaulding¹² at Yale had advanced students work with the superintendents of three school systems in and near New Haven. Thus he attempted to put into practice the proposals which he made at a much earlier date. Other universities have also carried on and are experimenting with various types of internships or of giving the student various types of directed experience.

What States May Do to Better Requirements

Despite the progress which has been made, much remains to be done. An amazingly small percentage of present-day superintendents have had directed experience of the type regarded as desirable. So small has been the development along these lines

that scarcely any state department takes cognizance of it in its certification requirements. There have been many difficulties in the development of internships. In view of the importance of educational leadership of a high order in both our schools and society, it is imperative that a superior program be developed. It is for this reason that the following is offered as a suggestion for a state or those states which see clearly the need of effecting substantial improvements in the training of administrative officers.

The state should make an appropriation to a leading university for the definite purpose of carrying on a program for the training of administrative officers. Such appropriation would not need to be a large one, but should be sufficient to enable the university to pay the salaries of those who would give their energies to the training of the interns and should make possible small salaries for the interns as well as care for incidental expenditures. The program for the training of administrative officers should be worked out co-operatively by the faculty members of the university most concerned, the state department of education, and leading school superintendents of the state. The administration of the plan when formulated and approved should be a responsibility of the university and its faculty. Some of the principles and practices which might well characterize the plan follow:

A Program of Education and Training

1. A state grant is made to a university to make possible the carrying on of a previously agreed upon plan.
2. The university is the responsible authority for carrying on the program and is not narrowly controlled by the state department of education or any other group.
3. The university should strictly limit the number to be trained. Perhaps if ten were admitted in any one year, an adequate start would be made.
4. Students admitted for the program should be selected on the basis of a number of factors including such as: superior intellectual ability, intellectual honesty, a broad undergraduate program of study, genuine interest in sociology, political science and general public affairs, personality and character qualities which give large promise of leadership, a master's degree or its equivalent in education or closely related fields, experience background which has produced maturity of thought and judgment (this in general would be in teaching but should not be limited to it). The selection of students is considered one of the most significant aspects of the proposed program.
5. Students entering upon the program would agree if successful to devote three years to it in order that it would be completed. They in return would be assured a small salary during this period.
6. The university would enter into an arrangement with the superintendents of

schools of certain communities of some variation in size. The school systems selected should be those in which generally accepted principles of administration were being followed. The systems selected should be in charge of superintendents who would be sympathetic to the plan, willing to give the intern full responsibility for certain phases of the work, willing to take responsibility for directing the growth of the intern, and capable of accepting the intern as a mature assistant. The superintendent must also be capable and willing to study his school system or to have it studied with an open and critical mind.

7. The university and the superintendents should work out a program together, deciding such matters as the length of time the intern would serve with a particular superintendent, the number of hours per week of study at the university, and the type of projects to be undertaken by the intern. It is imperative that the superintendents be regarded as members of the university faculty with full responsibility for the development of administrators who can furnish leadership in American education.

8. The state department of education upon certification by the university of the satisfactory completion of this program by the university and recommended by it, should issue a special administrative certificate distinguishing the men thus trained from those trained through the traditional, rather unplanned program. Eventually, if such a plan proved successful, it is hoped that a larger and larger percentage of the administrators will be developed in this manner. Care shall also be exercised to avoid such training limiting the service possibilities of an individual to any one state. In other words, approval of the plan should, if possible, be secured by various states. Present state certification requirements in some instances restrict the desirable movement of men from state to state—and some such requirements do not appear especially significant for or suggestive of ability to furnish outstanding leadership in educational service.

When a program of the type suggested becomes general, it will be possible to speak with more assurance about the profession of educational administration. The program suggested, of course, is only a preservice one. If it proved effective, the development of the superintendent after entering his first position would be assured. For the program has as a major aim the development of a functioning individual who would inevitably find it necessary to continue to grow through the years. Men developed in such a manner would be better able to win and retain the confidence of boards of education and of the public and would consequently be given powers and responsibilities, it is essential that they should have, if there is to be the most effective administration of educational services. Competent teachers would be given opportunities to contribute to the

(Concluded on page 106)

⁹Tink, E. L., "The Internship for the Superintendency as the Intern Sees It," *AMERICAN SCHOOL BOARD JOURNAL*, 80: Feb., 1930, p. 39.

¹⁰Hill, C. M., "Twentieth Century Trends in the Teaching of School Administration," p. 69. In Sears, J. B. (Editor), *School Administration in the Twentieth Century* (Stanford University Press, 1934).

¹¹Department of Superintendence, *Eleventh Yearbook*, 1933, p. 297.

¹²Hill, C. M., *op. cit.*, p. 72.

The Health Program of the Taft School District, Taft, California

W. M. Culp

The question of health in the past has generally been a personal one. The trend of the present is to make the state or community share in the obligation of securing it and preserving it. This enlargement and emphasis upon the problem of health in our national life has been due to several factors. The most prominent, of course, is the tremendous growth of urban population in the United States and our becoming a manufacturing as well as an agrarian people. The economic loss of workers through ill health has been emphasized time and time again, and the United States Department of Health in its various agencies has for years sought to educate the public to the values of continued good health. The growth of transportation by use of the automobile, the ease of the spread of information by the use of radio, the cheapness of newsprint have all had their part in making the people as a whole health conscious. And not least, has been the fact that compulsory-education laws, are forcing the attendance of practically all youth of the land into schools till they have reached the age of sixteen years or eighteen or have graduated from high school. The tremendous growth of the public high schools of the United States in the past twenty-five years with their hundreds of thousands of students, has forced educators to take the program of health seriously and has caused them to develop it in its all-inclusive phases rather than in its limited sense.

While the practices and methods of obtaining or developing good health, are widely known by educational experts and members of the medical profession, it does not follow that these practices and methods are completely put into operation by those in charge of the majority of our schools. The problem is more than that of making a state course of study in health, or that of making a city or county course of study. If you examine such courses running back fifty or more years, you will find the objectives enunciated there are just as ably stated as in the modern course in health. Individual perfection naturally makes for group perfection and individual correction of body variances from the norm of physical ailments has been the goal for years.

It follows that two things are fundamental in establishing a public-school health program as it should be established. The first fundamental is the availability of sufficient funds to carry out a health program of any depth or breadth. The second fundamental is to have such a program in executive hands with a broad vision of the ways and means good health can be in-

tegrated from a progressive school system into community life. It goes without saying that it takes much money to have playgrounds and gymnasiums, examinations by doctors and dentists as to body and structural conditions, examination by psychiatrists as to mental health and capabilities, a corps of physical-education instructors, nurses and teachers to aid in following up what should be done in each individual case. Health is fundamentally a personal problem and as such it calls for more personal care than in other phases of educational work.

The Situation in Taft

Communities are few and far between in which a health program is functioning in the many ways in which a thorough program should carry on. Taft, Calif., is such a community. The reason for Taft's success is the availability of sufficient funds plus the promotional efforts for sixteen years by Superintendent James A. Joyce.

Taft is an oil city. The 17,000 persons in the Taft school district depend upon the production of oil for their livelihood. Some 124 oil companies produce around 50,000,000 barrels of oil yearly from 2,406 flowing wells. Oil men are prominent in the community and prominent in their support of education. Much credit must be given to the oil corporations of the Taft area, both large and small, for the consideration which education has received in

Taft. For it is the wholehearted support of the oil industry that has developed the Taft school system of the present, and moreover, it is the children of their employees who mainly fill the classrooms.

A roster of the membership of the board of education shows how close is the relationship between the oil companies and public education in Taft. Mr. S. J. McKinnon, of the General Petroleum Corporation, is president of the board. He has been a member fourteen years. He is a typical Scotchman, with very liberal ideas when it comes to the care of the community's children. Mr. Frank R. Tolf, one of the superintendents of the Standard Oil Company has served the board for a period of nine years. A graduate of the University of California, his keen interest, business ability, and wide experience have made him a most valuable man upon the board. Two others, businessmen of Taft, Mr. H. R. Kanode and Mr. H. E. Barnes, have served the board in excess of ten years. Mr. C. A. Shaney, a local druggist, makes up the fifth and youngest member in terms of service.

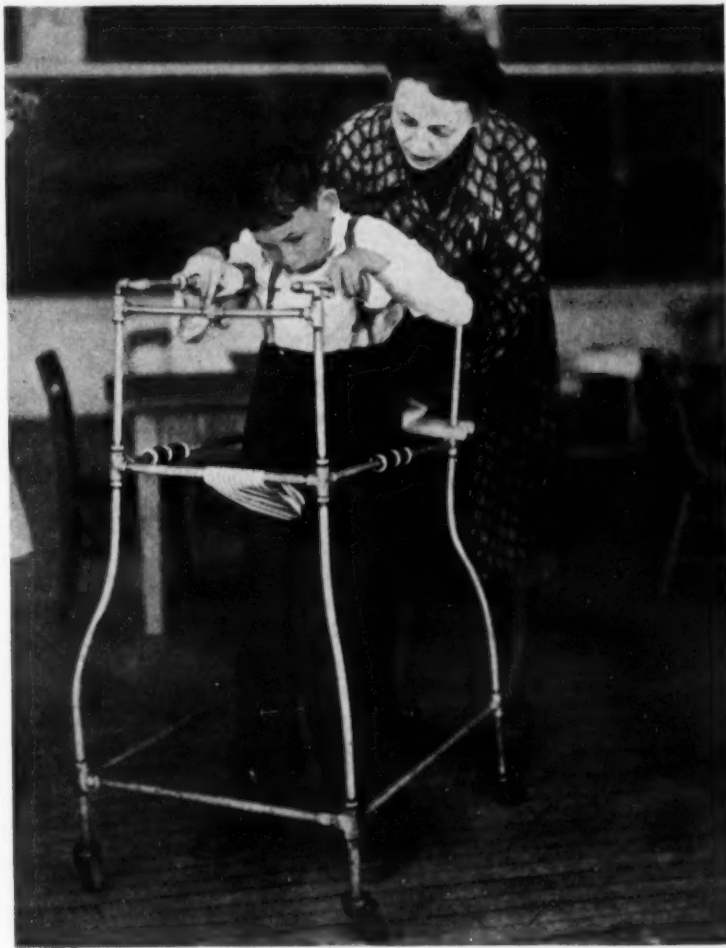
Superintendent James A. Joyce came to Taft in 1921, and it is with the above members of the board of education and others like them that he has been enabled to develop such an outstanding educational system in Taft. With their support he has built new schools, enlarged campuses, at the cost of hundreds of thousands of dol-



Rest period of a handicapped class in the Taft schools. Plenty of fresh air and rest whenever a child wants it helps build up physical strength and resistance. The restroom permits complete relaxation and sleep.



In the hydrotherapy pool the patient is walking between tread bars endeavoring to adduct the knee and foot.



Walking alone the spastic child begs for this help as it builds up his self-assurance. The saddle between the legs protects the child from falling. He is most happy when exercising without the saddle.

lars, and not least, has inaugurated progressive educational practices with a selected corps of teachers who are among the best paid in the State of California. Superintendent Joyce came to Taft a seasoned schoolman. He is a Canadian by birth, but he came to California as an infant in 1878 with his parents and was raised in the lumbering camps of northern California, attended Law School in San Francisco, started teaching, accepted a principalship in northern California in 1898, a position he held for twelve years before accepting a position in the San Joaquin Valley and finally the Taft superintendency.

The Elementary Health Program

An analysis of the Taft elementary-school health program shows that it is twofold. The first important feature is the care taken to examine each pupil as to the condition of his or her health both physically and mentally and to make recommendations for the pupil's care and improvement. The second feature embraces various teaching agencies which are called into play to treat the normal child and the one who varies from the normal physically or mentally. For mental health is stressed just as much as is physical health in the Taft elementary system. The physical fitness of each pupil is determined

by examinations by doctor, dentist, nurse, and physical-education director. Mental fitness is checked by the school research department and the department of child welfare and attendance both from the educational and the psychiatric angles. After these examinations the child in good health and free of any constitutional or organic defect follows the regularly designated physical-education program for his grade, while the child below par or physically malformed is given special care to remedy deviation by doctor, dentist or dental hygienist, nurse, physical-education teacher, or mental hygienist in co-operation with the child's regular teachers.

Sixteen people in the Taft elementary system are concerned with the health program of the pupils, fourteen of these directly. Superintendent Joyce concerns himself with seeing that the whole program functions. Assistant Superintendent Mrs. Marta Ellen Cheney, director of curriculum, integrates the educational program with the hygiene work of both expert and teacher. The medical side is in the hands of an experienced part-time school physician, aided by three full-time registered nurses. Four persons head up the purely physical-education side of the work—a director of boys' physical education, a director of girls' physical education, a man teacher in charge of work with boys in in-

dividual physical education, and a woman teacher in charge of the girls' individual physical-education work. The dental department is in the hands of a dental hygienist. Speech defects are the problem of an experienced young woman teacher. The instruction of crippled children is the work of a woman teacher, and another trained woman teaches remedial reading. A teacher is the director of child welfare and guidance, and a man trained in educational research is director of the research department.

The spectacular side of the Taft elementary-school hygiene program naturally is that given to the correction of the more severe physical ailments. This is doubly so, since the completion last spring, in Taft, of the school natatorium and hydrotherapy department at a cost of more than a hundred thousand dollars. The national attack upon infantile paralysis, led by President Roosevelt and his collaborators in his birthday celebrations, has singled out this dread disease for public attention. So far as we know, Taft is the only public-school system of its size that has a hydrotherapy department capable of giving treatments for this disease. Care of crippled children has had its impetus in the past from special schools in Toledo, Ohio, Jersey City, N. J., and San Francisco, Calif. Taft has gone a step farther in having exercise rooms

equipped for special gymnastic exercises as well as a pool for hydrotherapeutic treatments.

The Main Health Objectives

The main objective of the Taft physical-education program is to assure wholehearted participation for all students in wholesome out-of-door activities, striving for a happier and more efficient mass participation. Specific objectives include those of helping each child to develop attitudes of sportsmanship, to engage freely in exercises which are necessary for keeping the body in good condition, to develop sufficient skill and pleasure in games that he may play wholesomely during his leisure hours, to furnish each child abundant opportunities for leadership in physical activities, to help the child use his freedom in accepting and developing a high standard of responsibility, co-operation, clear thinking, accuracy, the will to give and take, and good judgment. This is accomplished during the daily physical-education periods. These periods are prearranged programs in which the instruction is meant to include such activities as athletic games, individual athletic events, relay races, stunts and mimetics, hunting games, corrective work, rhythmic, aquatic events. During the noninstructional periods the pupils are given time for extemporaneous free play, in which each child has an opportunity for extensive participation and may practice for his own individual improvement in the activities already taught. The major athletic games, plus the individual athletic events and many quiet activities, are stressed. Every individual is made to realize the importance of acquiring the ability to play harmoniously and in a sportsmanlike manner as a member of a team, to participate without aimless arguing; to respect the decisions of the officials, to have a knowledge of the rules of the games and a fundamental regard for them, and to acquire the ability to organize and referee organized games.

The natatorium of the Taft school district was completed last spring at a cost of \$98,990, and \$6,000 additional was spent for equipment. This natatorium has three pools, two outdoors and one under cover. The outside pools include one of Olympic size and a small wading pool. The hydrotherapy pool is in one wing of the building and is completely separated from the rest of the plant. The building houses the hydrotherapy pool, the individual exercise rooms, locker and shower rooms for the boys and girls, laundry, boiler room with chlorination equipment. Control room for instructors is arranged with vision of both inside and outside activities. Water enters the pools by numerous inlets at various levels and is withdrawn the same way. The water is kept 98.5 pure.

Individual Physical Education

Individual physical education is a new department in the Taft elementary-school system, started last spring with a trained

man in charge of the boys and a trained woman in charge of the girls. Both of these persons have spent a year getting acquainted with the problems they have to face. They have charge of the work in the physiotherapy and corrective-exercise wing for the victims of infantile paralysis. This department is under the direct supervision of competent doctors and nurses, trained for physiotherapy treatment, and no person is allowed the use of this department without a prescription from a doctor.

It has been asserted that a great percentage of adults who come to orthopedic doctors today complain of backaches, foot and leg symptoms, sciatica, and various forms of neuritis. These orthopedic men have made a thorough search for the causes of these ailments. The results of research show the causes to be mainly poor posture in childhood, steadily growing worse in adult life. Believing that prevention of an ailment is the best part of a cure, Superintendent Joyce has insisted that this new department correct handicaps that can be corrected in youth. This individual physical department finds itself dealing then with two classes of pupils. The first includes boys and girls with physical handicaps, who in the past have not been able to take part in normal play activities or have had to stand on the sidelines while the others played. The second class includes those children who have deviations from the so-called normal, which if let run, will develop leg, hip and back ailments in later life.

Each child in the school system receives an individual posture examination. A record is kept of every child's examination, and those children with pronounced deviations are put into classes where preventive exercises are given to correct their faults. Shoe corrections are recommended where exercises alone do not seem sufficient to eliminate difficulties observed.

Children who have physical handicaps caused by various forms of paralysis are treated in the physiotherapy pool. In dealing with these, the aim is to re-educate the paralyzed muscles so that the children will be more independent. The pool is equipped with plinths or submerged tables for exercises, and tread bars for walking. The most modern means are employed for conveying these handicapped children from the dressing rooms to the pool. An electrically operated device is used to lower the children into the pool and to raise them out of the water. The water in the pool is kept between 91 and 96 degrees Fahrenheit, which is the recommended temperature for this type of pool. The pool handles two children at a time.

On each side of the physiotherapy pool there is an individual physical-education room, one for the boys, and one for the girls. These serve as centers for remedial and preventive exercises and handle nine or ten children simultaneously. All instruction of children in this division is carried on under the advice of the school doctor or the family physician.

The Corrective-Work Program

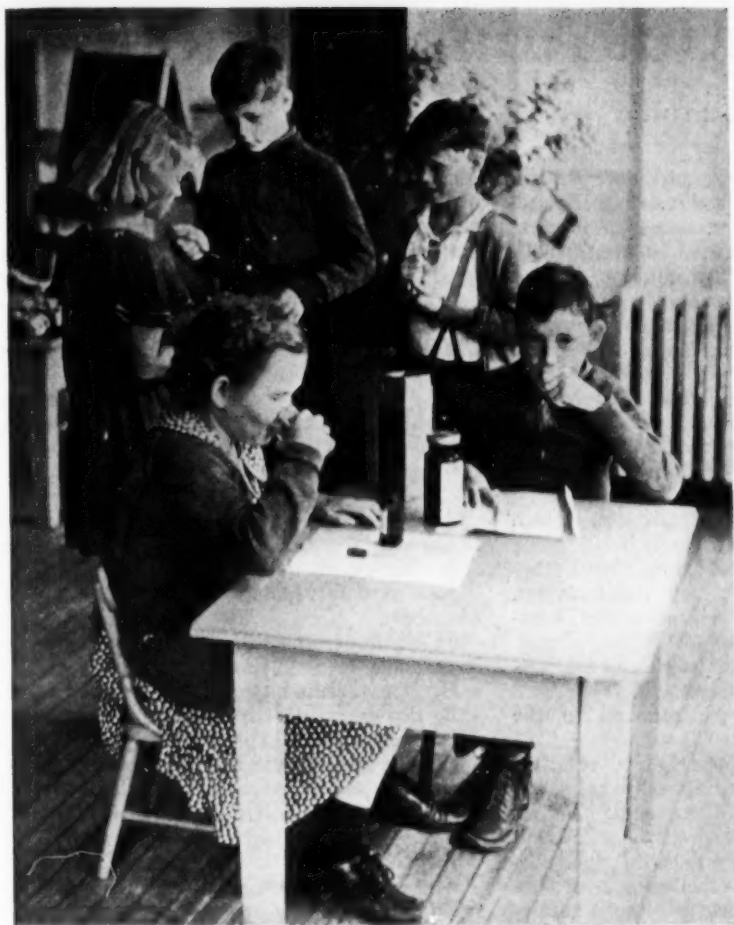
In the two corrective rooms, one for the boys and one for the girls, the equipment is identical. On one wall are located the Swedish Stall Bars which are used for such exercises, as hanging, stretching, and while suspended, twisting of the trunk and shoulders, and exercises for the hips and leg deviations. Horizontal bars of the folding type which fold up neatly against the wall are used for stretching and shoulder exercises, such as a high or low shoulder. One large mirror is placed across one end of the room in front of which students do their exercises, noting their alignment and avoiding any compensating curve. This curve is very undesirable while doing exercises to correct another deviation. Stools or individual benches are used for exercises taken in a sitting posture. The exercises done on the stools may vary from foot and leg exercises to those of the head, shoulders, and back. While sitting on the stools exercises can be taken in front of the mirrors.

A special foot box is used with mirrors on each side, placed at such an angle that the person sitting in front of the box can execute foot exercises by looking in the mirror without bending over. These boxes contribute to better posture while in a sitting position. A table is used for back, shoulder, and foot exercises. This table is of the metal folding type, which folds up against the wall, and is adjustable at a convenient height for instruction of the pupil while he exercises.

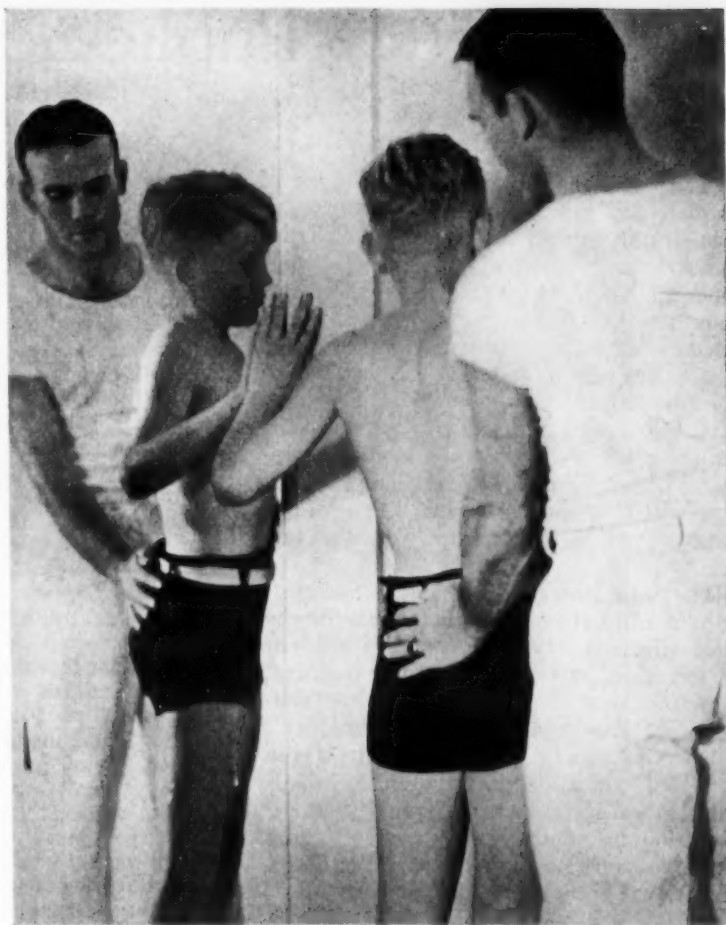
Body mats are used for prone and back-lying exercises. The body mats are 2 feet wide by 6 feet long and 1 inch thick, with side and end straps for hanging on the wall or for moving on the floor. Wands and towels serve as equipment for exercises given for head, neck, shoulders, and back. Marbles, jacks, pencils, and other small objects are used for foot exercises, for picking up, writing, and so forth. Whenever possible, games which have corrective value and games that can be made to contribute proper alignment of the body are used.

The nursing department of the Taft elementary schools has proven its great worth as the intermediary between school and parent. It is to the nursing work that credit must be given for much of the wholehearted co-operation in health problems between community and school. Here again continuity of service has proven invaluable. The head nurse has been in charge of the department for more than a decade.

The duties of the nurses are many and varied. They assist the physician in physical examinations. They interpret the findings to the parents. It is their work to supervise rest, lunches, and general health in the kindergarten and first grades. They teach the eighth-grade girls the Junior Red Cross course in home hygiene and care of the sick. Health talks are given to pupils, teachers, and parents. They assist parents in making arrangements for corrective work, when they are financially handi-



A medicine party may be a happy occasion when it is the occasion of competitive play. A doctor's prescription controls this necessary aspect of the health work in the Taft schools.



Exercises for round shoulders and hollow back are best taken before a mirror.

capped. Visits, at least one to every home, are made each year. The care of minor ailments at school are within their province. Ill children are taken home when parents cannot be reached. The immunization program is "sold" to the parents, and as a result there has been no case of diphtheria among the pupils for eight years and no case of smallpox for seven years. During the poliomyelitis epidemic about one thousand took Dr. Brodies' vaccine. Last year eight hundred pupils took the tuberculin test. In addition, the nurses keep the teachers of each individual child posted as to his physical condition, and vice versa teachers send pupils to the nurses, when they seem to be ailing. The nurses keep charge of the records for the physical examinations made each year, and thus have available the entire physical and health record of each pupil while he is in the school system.

Handicapped Children Helped

In the Taft elementary schools handicapped children are under the direct hand of a skilled teacher. In general each child placed in the special class for the orthopedically crippled, is under the supervision of an orthopedic doctor, of the social worker, and the school nurse—all with the co-operation of the home. Socially, the child is placed in this group where he feels he is a part. He is made to feel security.

The fact that he is slow and awkward in his movements ceases to make him uncomfortable. Fears are overcome, self-assuredness and courage are developed.

The classroom for these pupils is large and well ventilated. It is equipped with materials and devices for strengthening the child physically, for building up his weak co-ordination, and for teaching him to use his disfunctioning muscles. Comfort is assured, change of position is frequent, only as much help as is necessary is given. As soon as the pupil learns to try to do for himself, he loses sight of his own individual differences. His academic work is in proportion to his physical growth. Fifteen-minute study periods are about the limit of the average pupil's endurance.

To insure the safety and least amount of fatigue these children are transported by special bus. The diet of each child is closely followed as prescribed by the doctor. Milk and a hot dish are served each day besides a hot lunch of properly balanced food. Mechanical walking and sitting aids are employed. Each child is taken to the hydrotherapy room for treatment as prescribed by a doctor. There are available six beds in the room, and special periods are allowed for rest; but a child may lie down any time he wishes, and frequently a child sleeps a part of the day.

Every effort is made to keep the room free of obstacles that hinder the child's

sense of security. In brief, his school environment should be the background in treating the child as a normal individual until unto himself he is not different. These children are so often afflicted with speech difficulties, poor auditory and visual conception that daily frequent correction is necessary.

The great objective is not to wrap the child in sentiment, but to change his attitudes, build up a philosophy which accepts his disability and asks no odds because of the handicap. The purpose is to make these children well-adjusted individuals who will be self-maintaining within the limits of their disability. No opportunity is lost to develop thoughtfulness toward others. A better-giver-than-taker is essential to this child. Every attribute of good manners and satisfactory group behavior is praised since he has started with a social handicap.

Aside from the dramatics department there is a speech department, under Miss M. E. Callahan, which handles speech correction, speech reading for the hard of hearing, teaching English to foreigners, developing speech in spastic cases where there is invented language or poor speech, and general speech improvement in the classrooms. Children who have speech defects or are hard of hearing are given special work in small classes twice a week.

(Concluded on page 104)

Effective Public-School Administration

O. J. Moulton¹

The effective, harmonious functioning of the board of education, of the business administrator, and of the educational administrator and their lieutenants, always guided by that which shall be for the best interests of youth, is generally termed good educational administration.

Educational administration is further defined as the providing of continuously favorable conditions for learning. It deals with personnel, courses of study, equipment, finance, pupils, teachers, adults, etc., and with the proper organization of all these, as well as their efficient direction and control.

The main object of efficient administration is ultimately to serve youth in the most effective way. This requires efficient organization, supervision, and teaching, as administration and teaching are continuously interwoven and interdependent.

Effective teaching cannot result if the board of education and the business administration have not co-operated with the educational administration in making available suitable and efficient buildings, educational equipment, and supplies.

Characteristics of Good School Administration

Good school administration is tending to have the following characteristics:

1. Clean-cut and well-established policies.
2. The right person in the right place.
3. Delegation of responsibility.
4. Maintenance of competent direction.
5. Requirement of adequate supervision.
6. Insistence upon suitable controls.
7. Encouragement and stimulation of initiative.
8. Solves its problems by: (a) localizing, (b) organizing, (c) deputizing, (d) advising, (e) supervising, (f) revising.

The methods of control most commonly found in administration are:

1. Militaristic.
2. Competitive (survival of the fittest).
3. Co-operative (teamwork).

Functions of the Board

Among the most essential functions of the board of education are the following:

- A. Advisory and legislative *vs.* initiatory and executive.
- B. The factual determination of policies.
- C. The selection of executive officers.
- D. The approval or rejection of recommendations.
- E. Budget approval.
- F. The approval of revision of curriculums and educational activities.
- G. The determination of salary schedules.
- H. The consideration of reports on school programs.
- I. The adoption of rules and regulations.
- J. The approval of building policies and the acceptance of plans.
- K. The adoption of educational policies.
- L. The approval of bills.

¹Ocean Grove, N. J.

M. The approval of texts and supplies.

Current trends in board-of-education administration may be summarized as follows:

A. To act as a committee of the whole. Subcommittees are rapidly disappearing or decreasing in number because:

1. A subcommittee has no authority to act, but can only investigate and report back to the whole board.

2. A feeling exists that all board members are equally entitled to know what is transpiring in a particular area, and all have the right to share in the decisions which may lead to action.

3. Board frictions and jealousies which often result from disappointments in not being placed on the committees of their choice, may be eliminated by the decrease in committees.

4. It is nearly impossible to avoid overlappings in committee fields.

B. To refer technical matters to those professionally trained.

1. Courses of study are referred to the educational administrator.

2. Major problems of heating and ventilating are referred to a heating and ventilating engineer, and not to a plumber or other mechanic.

C. To work toward a satisfactory and co-operative unification of the efforts of the public, the board of education, the administrators, the staff, and the pupils.

D. To consider only problems of oversight, direction, and policymaking, delegating executive details to the staff. The legislative function belongs primarily to the board.

E. To give the educational and business administrators authority in proportion to their abilities and efficiency.

F. To consider the board members themselves as directors of a large corporation, in which co-operative management is essential.

G. To see that the schools are properly managed, but not to manage them. The running of schools is an expert business, requiring the services of highly trained business and educational administrators.

H. To assume and discharge the judicial functions only after the superintendent and the business manager have exhausted their authority.

I. To cause each member to work with the other members of the board of education and the administrative employees, and not over, around, or under them.

J. To recognize that, as board members, they have no authority except when in session, or when carrying out a previous action of the board.

K. Not to make uncomplimentary remarks in or out of board meetings concerning board members or their opinions.

L. To make decisions in meeting only after all sides of the problem have been discussed.

M. To support decisions made by the board with which they are not in sympathy as though they had sponsored them.

N. To avoid secret or private sessions.

O. To insist that all educational and business transactions be placed on an ethical basis.

P. Not to buy for personal use at school quotations.

Q. To employ the best trained technical and professional people for the occasional

services required by the school system.

R. To elect only those employees who are recommended by the responsible school executive.

S. To refer all complaints to the proper administrator or to request that they be presented to the whole board in writing.

T. To present personal criticism of employees to the administrator.

U. To have fewer members. Five members on a board of education seems to be the most desirable and effective number.

The Educational Administrator

The desirable qualifications of an educational administrator may be stated as follows:

A. Proven administrative skill.

B. Unusual insight and understanding of education.

C. Vigorous, inspiring, and commanding leadership.

D. Unquestioned personal integrity.

E. Possession of the missionary spirit.

F. Possession of a pioneering spirit.

G. The foresight of a prophet.

H. Personal effectiveness in public appearances and speeches.

I. Possession of tact.

J. Practicability.

K. Ability to share legal, executive responsibility with other officers. For example: business administrator, supervisors, principals, etc.

L. Open-mindedness.

M. Keeness in selecting and placing personnel.

N. Effectiveness in making decisions.

O. Ability to delegate responsibility and to personally attend to only those details which cannot be done equally well by others.

P. Loyalty to the board of education, to coworkers, and to the cause of education.

Q. Ability to willingly accept and support board decisions, pro or con.

R. The faculty of constantly conferring with all personnel and utilizing their constructive suggestions.

It is *desirable* for school-business administrators to possess the qualifications which seem necessary in the educational administrator.

Dangers to Administrators

The educational administrator is always faced with dangers:

1. They must not lose confidence in themselves.

2. They must trust subordinates and friends wisely, but not too much.

3. They must not take criticisms personally.

4. They must expect reverses and humiliations.

5. They must not expect the community to fully appreciate their work.

6. They must remember they are working for the next generation, as well as for the present one.

7. They must not become egotistical or autocratic.

8. They must not worry.

9. They must remain optimistic and enthusiastic.

10. They must carefully guard exercise.

food, sleep and leisure for the preservation of intellectual and physical vigor.

11. They should, if it is not too late, select a wife who is interested in their work, and who will continuously encourage them.

12. They must not become self-satisfied, and thus move in a rut.

13. They must not lose sight of definite, immediate as well as long-term goals.

14. They must not be spoiled by early and easy success.

15. They must keep in mind that their committees can get along without them at any time.

16. They must remember that one in the public service cannot satisfy 100 per cent of the public 100 per cent of the time.

The major fields of service of the educational administrator are fourfold:

1. Organization.
2. Administration.
3. Supervision.
4. Community leadership (publicity).

The changing conceptions regarding the business of education may be summarized in seven areas:

1. It is recognized that the professional, technical, and business functions are so interdependent that one cannot be considered separately.

2. Business deals not only with the accounting of expenditures, but it is related closely to the educational service rendered.

3. Increased school costs require that educational programs be planned in terms of their needs, the ability of the community to support, and in accordance with their educational contributions.

4. Good school management requires that all business transactions be interpreted in the light of the resulting educational efficiency.

5. The educator can usually tell better than anyone else the best functional types of educational equipment and supplies.

6. The business department can ordinarily make the best purchases of the goods chosen.

7. Building preparations and janitor service are most efficient only when organized from the point of view of their educational implications.

There must be unity and harmony of purpose in the business and educational offices of school administration. These two offices are two vehicles for providing the learning situations in which youth will continually and effectively grow and develop: (1) mentally, (2) physically, (3) morally, (4) socially.

Administrators who do not realize that education is now concerned with these four areas of development may be inclined to think and to provide for only the academic, which possibly received the greatest emphasis when they were in school. Developments in the four fields mentioned above require:

1. Activities (things to be done).
2. Materials and things with which to do these activities.

In the determining of the proper educational activities, and in selecting the materials to be used, the educational administrator should be able to make the greater contribution, whereas the business administrator is invaluable in obtaining the materials. Both working as one will render a much more valuable service than both working separately.

Legal Functions of Business and Educational Offices

1. The school laws of the majority of states hold public education and the majority of its functions to be primarily educational. In such

states the office of the business administrator and its functions are under the direction and control of the educational office.

2. In New Jersey the two offices are legally independent.

3. Even in New Jersey they can be auxiliaries. In no place does the law say that they shall not co-operate.

4. The educational administrator is given a mandate by law to visit his schools, supervise instruction, advise concerning curriculum, manage schools, prepare budgets, manage plants, and administer the policies determined by the board, etc.

5. The business administrator is required to make reports, serve as board accountant, handle warrants, purchase supplies, etc., and to perform such other duties as may be required by the board.

Functioning of the Two Offices in a Building Project

Functions of Business Administrator

1. To determine the financial ability of the community to erect the building.

2. To assist in determining cost.

3. To suggest and consider various types of buildings.

4. To obtain funds for the erection of the building.

5. To advise and assist in completing plans; to confer with the architect, committee, and educational office.

6. To advertise for bids, care for contracts, check the construction, contractors, etc.

7. To pay bills, etc.

Functions of Educational Administrator

1. To prepare the preliminary building schedule, which will contain the number, types, sizes, and location of rooms.

2. To assist in determining proper location.

3. To assist in obtaining local support for the building.

4. To confer with the architect and building committee concerning the educational implications.

The above procedure can be followed similarly in the repair and replacement work of existing buildings.

The board of education will act upon the recommendations made by the educational administrator and the business administrator, preferably on their collective co-operative thinking and recommendation. When the board has determined a policy or line of action to be followed, it will then expect these administrators, and their proper lieutenants, to see that it is carried out.

Harmonizing Educational and Business Administration

In numerous ways, the chief educational executive and the business executive of a school system may harmonize their efforts for achieving a maximum of educational efficiency as determined by the welfare of the youth they serve.

1. Both administrators must appreciate the essential necessity for the service and assistance of their coworkers and subordinates.

2. The educator must realize his own limitations in business affairs and recognize the professional character of such technical elements of school-business management as specification writing and purchasing, school finance and budgeting, auditing and accounting, building maintenance and repairs, management of nonteaching personnel, insurance, etc.

3. The business executive can hardly succeed unless he realizes that he has limitations



Mr. Charles E. Greene

MR. GREENE HEADS DENVER SCHOOLS

Succeeds A. J. Stoddard in Superintendency

Charles E. Greene has been appointed superintendent of the Denver public schools to succeed Dr. A. J. Stoddard, who has resigned to accept the superintendency of the Philadelphia Schools.

Mr. Greene, who assumed his new duties May 1, brings to his new position wide experience in many fields of schoolwork. He began his career with the Denver public schools sixteen years ago, when he was made director of measurements. In 1928, he was appointed director of research; and in 1933, assistant superintendent in charge of secondary education and of the Emily Griffith Opportunity School.

Prior to his work in Denver, he had occupied several positions which also contributed to his broad administrative experience. He was successively high-school principal at Caldwell, Idaho; high-school principal at Guthrie, Okla.; superintendent in Silverton, Colo.; superintendent in Idaho Springs, Colo. For several years he was superintendent of teacher training at the Nebraska State Teachers' College.

During Mr. Greene's administration, the high schools of Denver have attained national acclaim for their pioneer work in reorganization of the curriculum. Chief among the changes that have occurred in the Denver high schools is the extension of many features of the eight-year study of progressive education into the entire high-school field.

Mr. Greene was born in Lucerne, Mo., in 1886, coming to Colorado in 1908. He holds the A.B. and A.M. degrees from the University of Denver, and the A.M. degree from Teachers College, Columbia University.

in interpreting educational needs and policies.

4. Both executives will consider the educational and the financial implications of every problem. Cheapness is not necessarily economy; educationally the most effective procedure is not necessarily expensive.

5. The primary duty of both offices is to serve youth. The latter may be depended upon to look out for his interests; he is not so inclined to care for the future of youth.

(Concluded on page 111)

St. Paul Schools Utilize Works-Progress Administration for Fact Finding

Paul S. Amidon¹

The years following the depression have brought to the public schools a number of new problems in administration at the same time that they have made more difficult the financing of the studies necessary to solve these new problems. This situation faced the St. Paul public schools in 1936 at the time I assumed my duties there as superintendent. In this contingency we investigated the possibility of utilizing the help of the Works Progress Administration in making fact-finding studies. In the early months of 1937 we submitted a project proposal. This was approved and work was begun that has been continued to the present time. The results of this activity have been valuable and some brief discussion of it should prove of interest.

Intelligent administration must be based upon a rather wide knowledge of total situations. Summarized data must be made available in such a way that pertinent bits of significant information may be located quickly when needed. Comparative data from year to year and from school to school are of value.

The first big job in submitting a proposed survey or fact-finding project to the Works Progress Administration officials is the outline of the project — its purposes, sources, and procedures. That this must be done in great detail is a requirement of the federal authorities. Our experience in St. Paul has shown the value of careful preliminary planning of a project. It is well worth the time and effort spent on it. In St. Paul the project plans were drawn by N. C. Kearney, director of research in the public schools, and, later, various studies were carried out under his supervision. In making the studies, a great deal of elementary statistical work is involved and, of course, the work must be done by comparatively unskilled workers. Thus one prerequisite for all tabulating forms and procedures is that provision be made for the detection of errors by a system of double checking. The Works Progress Administration officials have tried in all cases to cooperate with the sponsor by assigning people to the project who are capable of doing the work. Unsatisfactory people are transferred to other projects whenever that is requested.

Scope of the Study

The project was set up with a full-time supervisor and with a staff of workers that at one time totaled over fifty. There were stenographers, clerical workers, draftsmen, librarians, and field workers. Various people were trained on the project concerning the use of check lists and score cards. The su-

¹Superintendent of Schools, St. Paul, Minn.

pervisor provided by the Works Progress Administration spent a good deal of time in training these people and in placing them in jobs where they could function most effectively. In this he was assisted by our director of research who was assigned to supervise the project for the Department of Education. The project has been in operation almost two years. Its value is no longer open to question. Much of the material collected has been and will be set up in the form of cumulative records that we shall make every effort to maintain and keep up to date.

We began with a preliminary review of the state laws and local charter provisions affecting the administration and organization of our schools. This was followed by a job analysis of central office employees. A survey was made of the teaching staff, including teachers, principals, supervisors — their number, years of experience, education, marital status, etc. Organization charts were constructed showing lines of authority and responsibility. The organization of instruction as it involved platoon schools and departmentalized schools, the conventional type of organization, and other variations and combinations was tabulated. The daily programs of all teachers were summarized. Teacher-pupil ratios were tabulated. Careful salary tabulations were completed. The administration of teacher personnel was studied, including both regular and substitute teachers, their certification, their references, and other factors influencing their selection.

As a result of this study, the administration has been able to effect some central office reorganization, with a realignment of duties and consequent increased efficiency.

As vacancies occurred, principals' assignments were changed and double principalships eliminated with a consequent increase in efficiency and economy. It has proved possible to eliminate some of the double and triple sections that teachers were formerly required to teach.

Tabulations of pupils' progress and placement were made covering a ten-year period of showing failure, retardation, and age-grade distribution.

Supplies and Buildings Studied

At the beginning of the survey a preliminary questionnaire study of instructional equipment, such as maps, globes, dictionaries, encyclopedias, reference books, library books, and supplementary readers, was made. Results of this preliminary survey were compared with state standards. Now in progress and about to be completed is an actual school-by-school inventory of those items, including cumulative inventory

cards in the various schools upon which these data can henceforth be kept up to date.

Estimates were made of what the costs to the city would be if free textbooks were furnished, and the present cost of supplying books to indigent pupils was determined. This has given the administration the basis for more intelligent distribution of instructional supplies and equipment to the schools on the basis of their present equipment, their needs, and their special problems.

All school buildings in the city were rated on the basis of the score-card materials prepared by Strayer, Engelhardt, and others. In addition, separate reports were made on the following items: plant maintenance and operation, storehouses and warehouses, the capacities of the various school buildings, and a summary of school athletic facilities.

Ratings of school buildings brought about an increased awareness of what a modern well-planned school building should be, together with an appreciation of the fact that such buildings need not be built at any great increase in cost over buildings that are inferior for educational purposes.

Floor plans were drawn for all school buildings in the city on a scale sufficiently small to allow duplication on sheets 8½ by 11 in. in size. A sufficient number of these plans in book form were made to serve all administrative purposes. These plans give the location and size of all rooms in each building.

Particularly valuable to the administration have been reports on school capacities and on school-building ratings and the floor-plan studies of the various schools. It was on the basis of such reports that the reorganization of the building utilization of the whole city was worked out — a reorganization that will save the taxpayers the cost of two or three additional junior- and senior-high-school buildings over the next ten or fifteen years.

The size of all school plots was determined in terms of square-foot areas. These were subdivided as to lawn area, playground area, sidewalk area, etc. Careful drawings were made of all school-plot areas, and the titles to school property were checked with the aid of other city departments. The interiors of school buildings were measured and presented in terms of classroom area, hall area, etc.

An Inclusive Census Study

Spot maps were made showing the residence of all pupils in attendance at the various schools. Analysis by city blocks, census areas, and local school subdivisions

was made of the school census as of September, 1937.

A delinquency survey in a selected area of the city was made by bringing together in one report all seemingly pertinent available data concerning that district. Increased awareness of the value of guidance and of the necessity for curriculum revision may be attributed partly to this study. Studies of the utilization of pupil-aid funds, the demand for books by indigents, and the study of certain delinquency areas also helped to bring to attention the problem of the underprivileged child in our schools.

Financial reports of the St. Paul public schools for the past ten years were summarized. In addition, data concerning the interest and principal payments of outstanding school bonds past, present, and future were tabulated. A complete survey was made of all state and federal school aids received by the city schools. Where it seemed advisable, tabulations were made over a period of years. In addition, of course, many minor bits of significant

information have been located and made more accessible. The survey was conceived from the start as primarily fact finding rather than interpretative. Where recommendations and interpretations have been included in the survey, they have been presented only incidentally and with no implication that they are the only conclusions to be drawn from the facts shown. In every case critical evaluation by all workers in the schools and by all other interested parties has been welcomed.

Probably one of the greatest outcomes of our studies has been the psychological effect of an open, unbiased evaluation and criticism of present procedures and future plans. Out of the survey and the exchange of ideas it has fostered, we find slowly crystallizing a program for the future development of our school system. This is a program which, in its final analysis, will be the result of contributions from all those who work in the schools, from city officials, and from citizens in all walks of life.

We Who Apply

Albert J. Huggett¹

Many articles have been written concerning the mistakes made by teachers in applying for positions. A much less common field of inquiry has been that of the inconsistencies, discourtesies, and lacks of thoughtfulness displayed by employing school officials. Like most things, there are two sides to this question of employment, and there needs to be an attitude of mutual courtesy and helpfulness. This paper will attempt to point out strong and weak points in employment procedure shown by the average administrator.

When the writer has made personal application for positions he has invariably found employing officials to be considerate, thoughtful, and courteous. There has never been apparent any lack of good social taste. Time has been given up to callers even when the interviewer was very busy. Nor could one criticize the dress of the employing officials. The writer has yet to find one who was not neatly garbed, whose shoes were not shined, or whose nails were not carefully cared for. Could it be possible that this careful attention to personal appearance may be one of the reasons why these individuals have been able to become administrators?

Nor can one greatly criticize the letters that he receives from school executives. Written by a stenographer they are usually well phrased, carefully constructed, and courteous. They do tend to become stereotyped after this fashion:

In reply to your letter of application I would say that we have placed your application on file to be given consideration in case of a vacancy.

It is probably true that the employing official does not care to be anything else but very impersonal because he does not wish to extend any false hopes. The very

fact that he desires to be impersonal probably leads to the stereotyped form mentioned. Sometimes one who knows the usual treatment of applications wishes these letters might mean what the ones who have written them know to be a fact. In this case they read like this:

Your letter of application is hereby acknowledged. We have no vacancies and do not expect to have any. If an opening does occur, there are two or three people whom I have in mind, one of them a local girl, that I would recommend before I did you. I'll file your application but it will be forgotten and you'll never hear anything of it. So you'd better not plan to teach here.

A still more honest type would say:

Your letter of application was received. It is poorly written and did not impress me, so it will be filed in the wastebasket. You should brush up on your English if you expect to secure a job.

Perhaps it is best for a letter not to be honest to this extent, but I wonder if it could not be more frank than it is. After all, we are adults and can take discouragement. The writer would rather know at the beginning that there is no chance for a position than to have false hopes held out. Why couldn't a letter of rejection be written in this way?

In reply to your letter of application, I would say that there seems to be little likelihood of an opening in your field of specialization. Should there be a vacancy later on I shall probably consult the Placement Bureau. In that case I shall try to remember to ask for your credentials with others.

The writer's main suggestion is, therefore, that employing officials be more frank than at present, at least in cases where they can be. With local candidates and applicants having local connections perhaps indefiniteness is necessary to protect the school administrator. It hardly seems to be required for the average applicant.

Perhaps a word might be said about the tendency for officials to encourage too many teachers to apply for a given position. The writer has known of cases in which employing officials have asked as many as ten or twelve applicants to come for personal interviews. With some of the instructors traveling some distance, it seems that an unwarranted expense was required in having so many apply. At the most, four or five of the best, sorted on the basis of credentials, would seem to have been sufficient for filling an average position.

A like suggestion might be made in regard to written applications. Officials sometimes ask all who wish to apply to write complicated and lengthy letters setting forth, in addition to routine specifications, their own statements in respect to their philosophy of education, place of schools in a democracy, etc. That this sort of requirement is valuable in the selective process none will deny. Why, though, should these lengthy letters be asked of those who have no chance for the position? The reply may be made that the employing official does not know who will show up best. To this contention it may be replied that nearly always there are three or four outstanding candidates from the beginning. The favored ones have had experience or training which puts them in a favored class at the start. It would seem that the field might be narrowed at once to these few who will undoubtedly enter final consideration so that the time and money of the others might be saved.

At times the writer has been asked to do special things which were decidedly unfair. One instance comes to mind: While an applicant for a high-school principalship in a medium-sized community, he was required, along with others interested, to present recommendations from four housewives, four businessmen, four associates, and four school or college officials. The prospective employer required these recommendations to be upon a special blank devised for the purpose. Since sixteen forms had to be prepared, a great deal of personal calling and writing of letters was required. It took the writer over a week during all his spare time to get these together. Besides, one hesitates to call too frequently upon those who can speak of his work. Not only do frequent requests mean a great deal of labor on their part, but they may even eventually become disgusted and either fail to answer or reply rather halfheartedly. The writer feels that this sort of requirement is unreasonable.

Asking applicants to make a number of personal calls is also, in general, requiring too much. One visit is about all that is justified as a usual thing.

We who apply, ask and receive, usually, courtesy and fair treatment. That is all that we can expect except that we wish, sometimes, a little more frankness might be used with us and that we be saved heedless trips for interviews and the attempted fulfilling of difficult and unnecessary requirements.

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Adult Education in a Small Town

Dean Thomas E. Benner¹

E. L. Ihrig²

At a cost of approximately \$400, an average-sized, Illinois rural high school with an enrollment of approximately 160 students has just concluded a successful experimental program of adult education, made up of 14 different 10-week courses, intended to serve the population of the village and its surrounding territory. The attendance at the final meetings of the classes, in spite of the disruption of the program by an epidemic of influenza, was 128 — four more than at the opening meetings.

The school is the Community High School of Fisher, Ill., which serves the villages of Fisher (population 750), Dewey (population 150), and Lotus (population 75). The high-school district contains 93 sections of good, black-dirt land with an average farmer population.

"Adult night school is over for this year," a community leader comments, "but it is sure to be offered again next year. The teachers enjoyed and profited by it, and the board feels it is one of the finest ways of satisfying the public that has been found. From the number of visitors from other schools it is safe to say that other communities will be adopting something similar next year. No doubt it can be improved upon, but for a new venture it presented a minimum number of problems."

For the past several years the Fisher Community High School has offered evening classes for adults in agriculture and home economics which have attracted a large number of students. The initial enrollment, however, fell slightly with each successive year until finally it was scarcely one third of the original figure.

At this point the board of education and Principal E. L. Ihrig concluded that the diminishing response was due to the limited nature of the program rather than to any lack of interest in or need for adult education in the district. The members of the board were J. M. Jones, G. C. Williams, A. D. Rankin, Frank Mitchell, and Guy Beatty.

What Was Taught

Accordingly, after consultation, each of the seven teachers offered to teach two adult classes in the field of his or her special training. This resulted in the following list of offerings: (1) beginning typewriting; (2) general business training; (3) agricultural economics; (4) farm shop; (5) modern literature and authors; (6) modern drama — radio, stage, movies; (7) vocal music; (8) instrumental music; (9) recent social problems; (10) public speaking; (11) general mathematics; (12) general science; (13) foods for

practical and party use, and (14) home arts.

In some courses it was at first difficult to be informal due to the self-consciousness of many of those enrolled, but this obstacle diminished rapidly as the classes progressed. The farm-shop group, because of the recent installation of rural electric lines, spent all of its time on methods of wiring and installation of electrical apparatus, on questions of cost and on various other problems of electrification. In this, as in several other classes, experts from neighboring areas were invited to assist the class by demonstrations, by instruction, and by answering questions.

In the class in general business training the teacher assisted students in writing business letters and letters of application, in studying insurance problems, and in preparing budgets. He aided them in the study of proper methods of writing checks and preparing commercial papers and led them in the study of aspects of salesmanship in which they were interested. The special knowledge and experience of some members of the group enabled them to make important contributions.

The students in mathematics indicated the processes concerning which each was most interested in "brushing up." The class then divided up into groups in terms of interests. Some of the matters dealt with were square root, finding areas of plane

figures and volume of solids, reviewing fundamental processes of fractions and percentages, and working out problems in the cost of insurance.

What the Students Said

The adult night school opened on Thursday night, January 4, with 124 enrolled. This number grew steadily throughout the first six weekly meetings, with the result that the average attendance during this period was 185.

Then came a severe epidemic of influenza which brought orders from the health authorities to suspend all public gatherings, including school programs and church services. When meetings were resumed two weeks later, attendance was only 87. Then came another interruption because the regional contests in the state basketball tournament had been unexpectedly scheduled in the high-school gymnasium.

Despite these serious disturbances of the adult program, attendance during each of the last three meetings grew until on the concluding night it was back to 128. The average attendance for the 10 meetings was 145. It seems clear that it would have been much higher had the courses been able to meet on 10 consecutive Thursday nights as had been originally planned. The enthusiasm of those present at the tenth meeting was, in the estimation of the teachers, as high as at any time during the course.

At the conclusion of the final class meetings a questionnaire was given to all who had been enrolled, asking whether in their opinion they had derived benefit from the courses, whether they wished to have a



The board of education which put the adult program into effect. From left to right: J. M. Jones, merchant; G. C. Williams, farmer; A. D. Rankin, farmer; Frank Mitchell, farmer; Guy Beatty, farmer. Standing, Principal E. L. Ihrig.

¹College of Education, University of Illinois.

²Principal, Community High School, Fisher, Ill.

night school next year, and in that case what courses they would like to have offered. Sample comments on benefits derived are these:

"I have always wanted to learn how to use a typewriter."

"It gave me an incentive to do some work I've been intending to do for a long time."

"It gave me an opportunity to get into step with things not within the boundaries of my profession."

"I enjoyed and profited by every session."

Every answer received was in favor of continuance of the project. Courses which large numbers requested be given next year include physical education for men and for women, astronomy, farm shop, home economics, and drama as well as other courses offered this year.

How the Program Was Sold

Each teacher participating in the program was paid \$5 per night for the teaching of two classes. In addition the secretary-librarian was paid for supervising the recreational program of the children who, in many cases, accompanied their parents to the classes. Quite apart from its other values, the cost of the program has been more than justified in the eyes of the board of education by its effectiveness in making the school and its program familiar at first hand to many who previously had never entered the building. The increased knowledge and understanding of the school which has resulted is evident throughout the community.

When the adult program was first announced, with its list of 14 available courses, it was stated that no course would be offered for which there was a registration of less than eight. It was the expectation of the board of education and of the faculty that this would result in the offering of six or eight courses. Instead it was found that all 14 classes must be offered and in two cases where facilities were limited, it was necessary to limit the number whose enrollment could be accepted.

The plan for the new program was brought to the attention of the public through various mediums. Announcements were made at the local churches and at community gatherings; articles were run in the local weekly for three successive weeks; and finally, a mimeographed letter was sent to every post-office box in the district and to everyone on the rural routes. This letter was timed to reach the individual families just two days before registration night, and the last paragraph stressed that the plan would be carried forward only if sufficient interest were indicated by the community.

Value of Good Teachers

Principal Ihrig and the members of the board of education point out that in preparing for the project they kept in mind the fact that it could not succeed without



Henry Schrock and Mrs. Schrock both wanted to attend classes. Accordingly they brought Virginia and Richard, their children, with them to take part in the recreational program.

a capable and versatile faculty. It was their feeling that one weak or tactless teacher could overbalance much of the good which might be accomplished by other members of the staff. Some of the problems of instruction become apparent when it is noted that the classes included college graduates, high-school graduates, eighth-grade graduates, those who have not had opportunity to complete their elementary schooling, employed elementary teachers, retired high-school teachers, ministers, businessmen, businesswomen, farmers, farmers' wives, and day laborers. Working with so diversified a group has proved to be a valuable experience for the teaching staff of the school.

An important contributing factor to the success of the school was the recreational program which was provided for the children of those who attended. This group ranged in years from 2 to 14 or 15, and there were from 8 to 18 present each night. The smaller children played games; the older ones either played or read, making use of the effective library facilities of the school.

The Responsibility of School Boards for the Schools'

Charles R. Foster, Jr.

For administrators, there may be sobering thought in the realization that public opinion continues to place responsibility upon boards of education rather than upon any administrator or paid professional group. If, in the public view, ultimate power rests with the trustees they elect or choose, it must be regarded both as a reaffirmation of the old belief that schools spring in fact from the wishes of the people, and as a reminder to school leadership that it must work on the basis of derived, not primary, power.

The fact that boards of education are sometimes subject to the severest kind of adverse criticism, and the fact, equally true, that elsewhere and at other times these public agencies are treated in kindlier spirit, should lead board members to consider why the public attitude is good in one place and bad in another.

A few straws in the wind are evident from the newspaper criticism reported here. When there is disregard of the public will or unresponsiveness to the public interest, adverse criticism mounts high. It is also severe where there is evidence of over-concern about politics. Where there are blunders and acts of poor judgment, springing from the incapacity of the board personnel, trouble ensues. But where school-board members are relatively free from political taint and show a proper re-

gard for public opinion, a more wholesome condition prevails. In municipalities which take pride in traditions of high public service by board members, and which insist on continuance in office of able men and women, genuinely concerned with educational values, boards of education enjoy public confidence and the co-operation of the press.

Certainly the kind of relationship which will promote confidence is the one to be sought by any community. Newspaper criticism of degrading political manipulation should be earnestly supported. Some helpful lessons can be learned from the conflicting situations which this running editorial criticism brings into view.

If we condense the meaning of the editorial criticism surveyed here we find it possible to indicate the following minimum conditions as necessary:

1. Workers in education must realize that final responsibility for policy rests with the school boards and that the American public takes this for granted.

2. Members of school boards must keep in tune with public opinion. The public expects responsiveness from its constituted school authorities and will co-operate only when it believes that attitude to be present.

3. A board of education must avoid even the appearance of devotion to special interest groups — and particularly of undue devotion to the interests of the professional educator at the expense of the public served.

The present statement is a "Conclusion" presented by the author in his study of the "Editorial Treatment of Education in the American Press" (Harvard University Press, Cambridge, Mass., 1938).

4. There must be constant divorcement of board membership from general political activity.

5. There must be constant striving for the seating of board members who can earn and maintain the public's confidence on a basis of devotion to the community's best interests.

6. Each community must arrive, sooner or later, at a working understanding of what constitutes a proper relationship between the board of education and the administration responsible for carrying out school affairs.

In general we must conclude that discussion of educational policy in the American press shows little understanding of the proper relationship between board members and staff. If editors themselves could be better informed about this relationship they could direct their criticism more intelligently. Perhaps educators could

help in defining these relationships so that the public could see a little better where responsibilities begin and end. This would also aid the press to arrive at more intelligent endorsement of candidates for positions on boards of education. It would also be helpful to the editor in passing judgment on the wisdom of legislative acts.

We must make doubly emphatic this point: Newspaper treatment of education makes it clear that the real destiny of the school system rests in the hands of the men and women on our boards of education. Administrators may write books about leadership, but the real power lies with the school trustees. To the extent that American public opinion demands representation on these boards by persons of mature minds and full civic stature — and to that extent only — will it be possible for any genuine progressivism to penetrate into the mass of the public schools.

The Activity Program — An Evaluation*

Francis M. Crowley, Ph.D.

The very fact that the activity movement has spread so rapidly has in part been responsible for some of the confusion now found in the field of education. For instance, it is probably true that most schoolmen are convinced that the activity movement has some very good features inherent in it, and that as educators interested in genuine progress in our chosen field we are unwilling to return to the highly formalized, verbalistic type of instructional program found generally in schools in former decades. In other words, we are not crying out for the restoration of the old order. Our very willingness to display an open mind is indicative of the attitude of those who welcomed the activity movement, even though they still held to the belief that major emphasis should be placed on the intellectual efforts of children. Others felt that physical activities should receive large emphasis, and still others attempted to carry on a program on an activity-subject-matter basis. Perhaps we could classify advocates as "conservative activists," and "radical activists."

These differences of opinion and practice are reflected in the Thirty-Third Yearbook of the National Society for the Study of Education, entitled, "The Activity Movement," published in 1934. It is evident that there is no general agreement among educators. Yet, there are many who feel that sentiment for the movement has crystallized to the extent that they can afford to be *impatient* with constructive critics. Any movement with such obscure objectives cannot hope to win the full confidence of public educators who are charged

with the heavy responsibility of providing a functional education for the great body of our future citizens.

Activity and True Education

There is nothing new or revolutionary in holding for the principle of activity as the basis of the learning process. Every good teacher has used the principle of activity for centuries. It is with its extreme form that we quarrel. Theory should not be allowed to overwhelm practice. That is the danger in New York at the moment. It is one thing to speak of progressive education as a method, but it is still another to advocate it as a philosophy of life.

True education fosters self-mastery and discipline. It is unfortunate that the breakdown of discipline in the home, due to the opportunistic attitude of educators, has been approved to an alarming degree in school circles. Compulsion is unknown and pupils have become tyrants, leaving sane educators with the belief that the ultimate result must be the loss of social discipline. The tyrant of the classroom is the obstructionist and the malcontent of the future whose dark ways will undermine the stability of our social order. Now comes the activity movement in its extreme form to remove the last elements of restraint.

It is a shoddy thing to give a child a bundle of activities as the equivalent of an education. The extreme form of the program lacks the definiteness, substance, and continuity that constitute a true education. It is bad for the nervous system of the teacher and the child and works havoc with their thinking processes. It is yet to be demonstrated that the human organism can stand the whirligig of constant stimulation and unrestrained expression represented in the classroom in which

orderly, time-tried school procedures are ignored. The small percentage of mental incompetents among the teachers of New York is bound to take a sharp rise if the extreme form of the activity program is widely adopted. The mental and physical strain on the teacher is directly traceable to her inability to keep abreast of the demands for the long-time planning and extensive bookkeeping demanded by the activity program. In-service training of a high order does not sacrifice. A more radical and hardier generation of teachers is needed. But it is the evident indiscipline and the fatuous instructional procedures so characteristic of the extreme form of the program which give rise to the most serious conflicts for the teacher.

Unwise New York Movement

There is evidence that the New York City program is slowly but perceptibly moving toward the extreme or ultraprogressive form. Its directors apparently subscribe to the thesis that the only thing one can be sure of in life is change. Holding to that belief they are bound to swing more and more to the left unless public opinion calls a halt.

Some will claim that a survey should determine the effectiveness of the program. But even here we cannot rely too much on reports, no matter how objective the approach. Reports on improvement in disciplinary situations are purely subjective in character, and few teachers would dare report the truth to an "activity-conscious" principal or superintendent. In measuring academic achievement they may well be measuring a substantial carryover from the traditional program. The recent Roslyn survey by the State Department of Education was a first-class whitewash. The philosophical implications were not discussed, and even a sympathetic survey group could not account for the bewilderment and inefficiency of the teachers on whom a progressive education program had been foisted. So the survey group that will evaluate the New York City Activity Program in 1940 should have some hard-boiled essentialists and at least one reputable philosopher included in its membership.

It is the only guarantee the taxpayer can have that the activity craze in its extreme form will not be forced on all principles and teachers. It will be an experiment in even its simplest form. Instructional costs will mount because of small classes and additional supplies. The taxpayer may well endorse the program of the "conservative activist," but the program of the "radical activist" should be taboo.

A TYPE OF EDUCATION

We need a type of education that will no longer separate the intellectual and religious impulses of young people — an education that will make clear there is no conflict between science and religion. Such an education will lead to the salvation of the world. — George A. Walton, principal, Newton, Pa.

*Address delivered February 21, 1939. The author is dean, School of Education, Fordham University, New York City.

Supervisory Policies and Teachers' Reactions

J. R. Shannon¹

Supervision of instruction has acquired a bad reputation and a black eye. In depression days it was one of the first school functions to feel the ax. With a slight return to economic normalcy — or an adjustment to a permanent state of economic constipation, if it is that — it should be one of the first school functions to be restored.

School administrators were largely to blame for the antipathy commonly found against supervision. In many cases they were unfamiliar with the techniques of the art, but more often they had a misconception of its basic premises. They had a bad philosophy of supervision. With the hope that supervision of instruction can be restored to its rightful place in school administration, we are proposing some fundamental policies on which it can justifiably hope to stage a comeback.

Supervision Must Be Scientific

The supervisory staff of a school system corresponds to the engineering staff of an automobile factory. In each case the experts on the staff must base their action upon fact rather than tradition or individual opinion. Educational science must prevail in the classroom, and both the teacher and the supervisor must possess it.

In the modern era of education when science is complementing the older philosophies, there is no reason for exempting the field of supervision from scientific organization and administration. The men who are in charge of supervision more than any other members of the staff of the school system are the ones who should exemplify before the teachers the best scientific ideals and practices. If education is to be scientific, therefore, the supervisors should be scientific and thereby exemplify scientific procedure before teachers of the entire system.

The question has been raised concerning what a young man should do when he is attempting to supervise a more experienced man who is probably old enough to be his father. The young man fears that the man who has grown gray in teaching will resent his supervision. He is timid about supervising the work of a man who was teaching school before the supervisor himself was born. Experience has shown, however, that if the young supervisor is scientific, practical, and democratic, he will have no reason to fear the older teacher. These teachers of long experience are just as willing as any others to accept advanced ideas which are based on fact and presented in a helpful manner. However, their long experience has taught them that their opinions are just as good, if not better than those of the young supervisor, and unless

the supervisor has something better to offer than opinion, he had better avoid the older teacher, if not all teachers.

An experience by a 23-year-old, recently out of college and serving in his first principalship, verifies and illustrates this point. With considerable humility he entered the classroom of a 60-year-old man who had spent his life in the community and was highly respected. It happened to be during the period for penmanship drill in a sixth grade. The older man, perhaps for the purpose of putting the young principal on the spot, asked the principal to diagnose the case of Ralph, who persisted in a very awkward way of holding his pen, and suggest a remedy. Fortunately for the young principal, the case was easy. Ralph was left-handed, and his awkward position grew out of his effort to keep the shadow of his hand from darkening his work. The remedy lay in arranging a desk for Ralph in such a position that he could get proper light. The incident won the respect of the older teacher and through him of the entire faculty.

One excellent means a supervisor can employ in his efforts to keep his work scientific is to turn his office into a clearinghouse for scientific points of technique. He can learn from one teacher her best practices and pass them on to others with acknowledgments. Thereby, the good practices of each become the common possession of all, and each teacher may become a proud contributor to the group welfare. The supervisor, in this instance, goes into classrooms to learn from the teachers and not, as is too often the case, to impose on them procedures which he followed when he was a teacher.

Another helpful means for fostering the scientific method is to encourage and stimulate teachers to use their classrooms as laboratories without having to worry whether their experiments will meet the approval of the supervisor. The superintendent of schools at Danville, Ind., a few years ago reported great enthusiasm and gratifying professional growth as results of a project in his school system in which each teacher, including himself, worked on an experiment much as graduate students in education work on their theses. He states that the project was valuable not only for the intrinsic worth of the experiments but also for their effect on the professional growth of the teachers and himself.

Supervision Must Be Democratic

In an effort to be scientific it is not necessary to forget the principles of democracy. The ideals of scientific supervision and democratic supervision are not antagonistic. A true scientist is most likely to be modest and democratic. It is the pseudoscientist who is cocky.

In supervision there seems to be two opposing schools of thinkers. One contends that supervisors are to be the directors of teacher activities, and the other takes the position that supervisors are to act as service agencies to the teachers. Of these two schools the one championing the democratic ideal is gaining ascendancy. The idea is gaining ground that teachers are working *with* supervisors, not for them, that the "whip-cracking" type of supervisor must give way to the "big brother" type. Supervision of instruction cannot be organized like supervision in a factory, for public education is not comparable to an industry whose purpose is to make money regardless of human values.

There is no legitimate reason why the relationship between the supervisor and the teacher cannot approach equality. They should look upon themselves as coworkers. The teacher should seek assistance from the supervisor and the supervisor should seek advice from the teacher. They should not only expect help from one another; they should offer criticisms to one another. If a teacher disagrees with a supervisor in some matter, the two should go to the "mat." The teacher need not accept the supervisor's opinions ready made and adopt them simply because they are his. The two should come to an agreement. Let one convince the other that he is right, so that when action is taken it will be wholeheartedly accepted by both. Supervisors exist to be of benefit to teachers; teachers do not exist to carry out the will of supervisors. He who would be greatest among the teachers must be their servant.

Supervision Must Recognize the Individuality of Teachers

Closely related to the ideal of democracy in supervision is the ideal of respect for the individuality of each teacher. The principal difference between the two ideals is that democracy is an ethical matter and recognition of individuality is more largely a professional one.

It was said of a famous professional baseball manager that he directed every play from the dugout. No player on his team ever threw, caught, or batted a ball without his signal. It is true that this manager's team usually ranked in the first division of his league, and it may be good baseball policy to direct in the manner described. It will not work in the schoolroom, however. A supervisory official of a rather famous western city once made the public statement that in his city the supervisory staff acts upon the assumption that the teachers know nothing. As opposed to such an assumption it should be well for the western gentleman to recall that others too have brains. The supervisor must not work out the steps for a teacher to follow.

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He should counsel but not dictate. That supervision is of the poorest type which demands that teachers follow blindly the instructions imposed. Supervisors must avoid overstandardization. They should respect the individuality of teachers just as they insist that teachers should respect the individuality of their pupils.

A stone-quarrying town in the Indiana limestone belt was populated largely by foreign elements who did not have the traditional American sympathy and respect for public education. Discipline, therefore, became a matter of first concern. Two intermediate-grade teachers in the public school were eminently successful in maintaining better decorum than the other teachers, but their methods were wholly different. Miss Ruby handled her children with gentleness and sympathy, and they responded with respectful conduct; Miss Olive used military methods in her room, and her children walked the chalk mark like so many tin soldiers. Although the principal liked Miss Ruby's method better, he realized that Miss Olive was not temperamentally constituted to employ it. Therefore, in his supervisory relations with Miss Ruby he commended her for her success and encouraged her to continue. At the same time, however, in working with Miss Olive he commended her with equal fervor and occasionally gave her a few new pointers on how to wield the birch and rule.

Early one morning the two girls came together to the principal to get set right on the matter. They had compared notes and found an apparent inconsistency in the principal's precepts. (Incidentally, it should be observed that a spirit of democracy prevailed, for otherwise the girls would not have felt free to attack their principal on the subject.) The problem for the principal was simple: He had not been inconsistent; he had only recognized the individuality of the teachers. He found it easy also to make the girls recognize the soundness of his policy.

Supervision Must Attempt to Save Poor Teachers Instead of Dismissing Them

Some administrators excuse their negligence in supervision by stating that they select good teachers and that supervision is not necessary. This is a naïve attitude. It is just an excuse for the administrator to hide behind when he is probably aware of his own incompetency. Other administrators take the position that if a teacher cannot teach she should be replaced by one who can. This, too, is an indefensible position.

We have more evidence to make us think that teachers are developed than we have to make us think that certain people are born teachers. If a poor teacher is dismissed, she will go elsewhere to teach. Education in general is not benefited by her shift from one school system to another. When a teacher is dismissed for failure, the administration is admitting its own lack of attention to duty. It is admitting its failure

to select teachers and it is admitting its failure to supervise them. Just as a physician feels depressed when his patient dies, so should a supervisor feel depressed when a teacher fails to respond to his supervision.

This does not mean that no teacher should ever be dismissed. It means simply that she should not be dismissed until the administration is convinced that she cannot or will not profit by scientific, democratic supervision which recognizes her personality and individuality. The supervisor should not expect a teacher who has poor habits of technique ingrained by long practice to change them overnight. The laws governing habit formation in teachers are the same as those governing habit formation in children. Just as the supervisor expects the teacher to be patient in dealing with children, so should he be patient in dealing with teachers. So long as a poor teacher is giving evidence of trying to become better and is showing some improvement along the lines suggested by her supervisor, she should be retained. No supervisor can ever have a greater thrill than that of watching a conscientious teacher grow under his stimulation.

Supervision Must Be Unified With the Child as Its Center

Public-school teachers should not be subjected to the confusion which results from having too many supervisors work at cross purposes. In a certain midwestern city, some teachers are reported as coming under the direction of eight different supervisors. Teachers in that system have shown the writer specimens of their pupils' written work which bore the signatures of as many as five "stuporvisors" who had passed on it as a part of their daily routine. The administrators of a school system should bear in mind that teachers are teaching pupils primarily, not subjects, and that supervision must be so unified that pupil and teacher development are placed above special subject techniques. The extent to which subject supervisors are multiplied is a measure of the inability of principals as supervisors and of a failure to meet the ideal of a child-centered school.

In an ideally organized school system the building principal will be a teacher's main supervisor. He will supervise all the work of a teacher so far as he is able. When he feels the need for more expert counseling, he can call in the appropriate special supervisor, much in the same manner that a family physician calls in a specialist for consultation. Thus supervision will be unified, and the child can be kept as its center of interest.

Teachers' Reactions Toward Supervisory Policies

Different surveys have been made to ascertain teachers' reactions toward supervision. One by the present writer shows that over 86 per cent of the 481 teachers contacted regarded "scientific, democratic supervision in general, regardless of the type or amount they were accustomed to

receiving," as both helpful and welcome. Most of the remaining teachers regarded it as unhelpful but welcome, and only negligible numbers looked upon it as unwelcome. The teachers' attitudes toward the supervision they actually received were less favorable. Although the majority said their supervision was both helpful and welcome, considerably larger numbers reported it as unhelpful than was true of scientific, democratic supervision in general. Again, only small numbers said it was unwelcome.

The familiar laws of learning, readiness, exercise, and effect, operate as truly with teachers as with pupils. If supervisors do not act in accordance with policies which will keep teachers in sympathy with their programs, the exercise cannot hope to produce good effect. Without good effect, no growth can take place in a teacher. If when he approaches, the teachers either curse or cry, depending on their sex or temperaments, how can a supervisor expect to be of service to them, or through them to be of service to the pupils? Where is a supervisor profiting when he is not in rapport with his teachers? His elaborate system will be as hollow as a drum if the teachers are not sympathetic toward it, and like a drum it will be good only for noise.

Experience has shown that teachers do not resent supervision which is based upon the policies described above. Since it is known that teachers are willing to co-operate on these bases, it is difficult to see why the supervisors should not be. Indeed, with the rising tide of democracy in education, they must if they hope to save their necks.

ART INSTRUCTION IN ST. LOUIS

Special art classes for elementary-school children of unusual talent have been established in the public schools of St. Louis, Mo., under the direction of Supt. Henry J. Gerling.

Under the plan in operation, children in the elementary schools are given special art instruction during school hours, for one two-hour period each week. No set curriculum has been adopted for the classes, but the instruction is made as individual as possible, each child being allowed to proceed at his own pace. Pupils study a large number of graphic-arts mediums, including water color, tempera, charcoal, and colored chalk. Clay modeling is being taught to children especially gifted in that line. It is planned later to introduce some craft training. Charles Quest, Jr., is in charge of the classes and Mr. Herbert G. Jackson, supervisor of art, has direct supervision over the work.

The classes are the direct result of a survey of children above the fourth grade, conducted by art supervisors and classroom teachers. In the course of the survey, about 200 children unusually gifted in art lines were found and were designated for the new instruction. These children were divided into ten groups, and were assigned to one or the other of the five centers located at strategic points throughout the city. Each center holds one morning and one afternoon class each week, with four classes for white pupils and one for Negro pupils.

Some Brief Types of Examinations

R. F. Peters¹

In a previous paper the traditional essay examination was discussed at some length. It was seen that this type of test falls far short of the realization of five important examination objectives which may be classified as follows:

1. To test the pupil's knowledge of a particular subject.
2. To review and impress a subject on the mind of the student.
3. To teach pupils to think logically and to express their ideas in the same manner.
4. To standardize school procedure.
5. To check on the teacher's work with especial reference to content, and methods of marking and grading.

Consequently, it seems desirable to consider several of the newer types of examinations that are being widely used in modern schools, in order to decide to what extent it is feasible to substitute such tests for the older form of test.

During the past decade, educators have given much attention to the problem of measuring the intelligence, the temperaments, and the achievements of children. Hundreds of objective tests and scales have been evolved for the various subjects of the curriculum, and are now available for use by teachers. Many of these tests have been standardized by experimentation to a nation-wide extent with thousands of school children. Nevertheless, a few school people are not yet "sold" on the new idea. They are loath to abandon the time-honored institution of the essay examination in favor of the objective-type test.

It is futile to censure or condemn a conservative and conscientious teacher as unprogressive or reactionary, merely because he hesitates to adopt without question every innovation that comes his way. The better policy is to subject the new examination to the same impartial and critical investigation that has been applied to the traditional examination, and abide by the results.

Kinds of Achievement Tests

For the most part, achievement tests have assumed the following forms: (1) the true-false test; (2) the selective-response or multiple-choice test; (3) the completion test; (4) the combination test. While there are other forms, most of the tests assume forms similar to those mentioned.

The True-False Test. In taking a test of this type, the pupil is confronted with a group of statements bearing on the subject on which he is being examined, and is asked to decide whether each statement is true or false. If in doubt on any question

the examinee is to guess. The effect of guessing is supposed to be eliminated by subtracting the number of wrong answers from the number of right answers, the remainder being the score on the test. The reliability of such procedure may be questioned, since it has been demonstrated that an individual may guess correctly 50 per cent of the time, even when he knows nothing of the subject at hand, and allows himself to be guided wholly by chance.

William Asker, as far back as 1923-24, prepared a true-false test, as well as one in which three answers to a question were suggested, of which the examinee was to check the correct one. Both tests indicated that there is a very small chance of making a passing score on either type of test by mere guessing. However, his conclusions were: (1) A more reliable method of scoring must be found; (2) the effect of guessing is not eliminated by subtracting the number of wrong answers from the number of right answers; (3) guessing should be discouraged instead of urged; (4) examinee should be graded on the basis of right responses only; (5) on this basis there would be no risk of failing a conscientious student who deserves to pass.

Another writer after a thorough investigation and exhaustive study, concludes that the true-false examination is just as reliable as the essay examination and can be substituted for it. He enumerates the advantages of the true-false type of examination as follows: (1) It demands definite decisions by the pupil; (2) it saves time in grading papers; (3) the scoring of papers is objective and absolutely impartial; (4) such a test can be made very thorough; (5) frequent examinations of this type lead to better methods of study; (6) it is a good teaching instrument; (7) it enables the teacher to place the student in a group; (8) it appears that students prefer it to any other type for the following reasons: (a) Results may be made known at once, (b) there is less nervousness on the part of the student, (c) anticipation of favoritism, or of being misunderstood, is unnecessary, (d) the work during the examination is less exhaustive.

We could hardly say as much for the essay examination.

The Selective-Response Test. Instead of calling for a choice between two alternatives, the selective-response test requires the pupil to choose the correct answer from among a number of possible answers. Thus, the possibility of the student being able to guess most of the answers correctly is cut down to a minimum. At the same time, the advantages of the true-false test, enumerated above, apply with equal force to the selective-response test.

The Completion Test. Completion tests

usually consist of a series of statements containing blank spaces, which are to be filled in with one or more words by the student. For the most part, these tests are designed to test the pupil's knowledge of definite facts which have been retained after he has studied a subject.

The two chief objections to this type of test are: (1) They sometimes confuse the student so that he is unable to organize his ideas and think logically; (2) they tend to place too much emphasis on insignificant facts and unimportant details. However, the completion test causes the pupil to devote more attention to the learning of specific facts, which is more than can be said for the essay examination.

The Combination Test. This type of test is made up of a combination of the three forms above mentioned, with the possible addition of other forms not sufficiently important to justify separate classification. Thus, the combination test includes all the desirable qualities of other tests and, at the same time tends to nullify objections that may be raised to particular types of tests. The writer, therefore, recommends this kind of test as the best substitute for the essay examination yet found.

This discussion would be incomplete without a consideration of workbooks and quiz books that are being so widely used. For the most part, these books are designed to cover the salient features of particular subjects, or are intended to accompany and supplement the subject matter of specific textbooks. As a rule, the use of such devices presupposes the division of the subject which is being studied into units or jobs by the teacher in charge, so that at the completion of each unit of work, the teacher may give a test of the objective type, and supply remedial teaching in accordance with the findings of the test. While the tests included in these books are not standardized, they are of the objective type, and are invariably formulated after careful study and investigation which is sometimes national in scope. The tests are valuable to the teacher for diagnostic purposes, and they foster and encourage definite and logical thinking on the part of the pupil.

We may summarize the advantages of workbooks and quiz books as follows: (1) They are objective; (2) they encourage initiative and individualism on the part of the pupil; (3) they force the pupil to do his own work without assistance; (4) they reveal the pupil's scholastic defects; (5) they enable the teacher to supply suitable remedial instruction; (6) they conserve the teacher's time by avoiding overemphasis of unimportant details; (7) they encourage outside reference work and prevent pupils from becoming slaves to textbooks.

¹This paper is published primarily for board-of-education members who inquire of superintendents and teachers the whys and wherefores of the new type tests. The author who is superintendent of schools at Monticello, Ky., discussed the old-style "Essay-Type Examinations" in the JOURNAL for December, 1933, p. 35.

Achievement tests have been worked out and standardized for almost all school subjects, and are available for purchase by teachers. If funds are not available for the purchase of such tests, the teacher may work out his own tests with the assistance of a typewriter and mimeograph. To be sure, the preparing of such tests requires an additional outlay of time and effort, but the advantages that will be realized should more than repay the teacher for any effort expended.

At any rate, the achievement test possesses advantages that could not possibly be realized from the use of the traditional essay examination. At the same time, the objective achievement test most assuredly fulfills the five objectives set forth in the first paper of this series.

Some Practical Problems

Practical problems in connection with the giving of examinations always arise in the experience of teachers. Here are a few representative questions that are a source of annoyance to the teacher. The answers are based on experience, as well as on the criticisms and recommendations made in these papers.

1. How often should examinations be given? It depends upon the subject and the teacher's method of covering it. Ordinarily, subjects should be divided into units, and tests given at the completion of each unit. Brief tests of the essay type might be given every few days for diagnostic purposes only. Or, if workbooks and quiz books are available, they might be used in the same manner. At least twice during the year, examinations of the objective type should be given in all grades and classes. By all means, teachers should avoid giving tests too often. A multiplicity of unimportant tests wastes the time of both pupil and teacher.

2. Who should give examinations? Each teacher should be expected to examine his own classes, subject, of course, to the approval and direction of the supervisor, principal, or superintendent. It goes without saying that all standardized achievement tests should be given and scored under the close supervision of teachers and supervisors thoroughly familiar with testing technique.

3. What standards should be employed in marking and scoring tests? As is well known, the only standards available for the grading of essay examinations are those which the teacher sets up for himself. Hence, the validity of results may be questioned. When standardized achievement tests are purchased, manuals and keys are furnished to enable teachers to score speedily and accurately. If objective tests are prepared by the teachers, keys may be prepared and used in the same manner. Whatever form of test is used, accuracy should be the chief purpose aimed at in scoring.

4. Who should determine the validity of results of examinations? Under ordinary circumstances, the individual teacher



Mr. T. E. Dale

MR. DALE ELECTED SUPERINTENDENT AT ST. JOSEPH, MISSOURI

Mr. T. E. Dale, who was recently elected superintendent of schools at St. Joseph, Mo., was for four years business manager of the St. Joseph school district.

A native of Missouri, Mr. Dale was educated in the schools of that state. After graduation, he became a teacher in the rural schools of Gentry County, Mo. From 1917 to 1919 he was in the army, serving in the intelligence division of the 89th division in France. Following the close of the war he spent four months as a student in the University of Montpellier, in Montpellier, France.

From 1919 to 1922, Mr. Dale served in the schools of Albany, Mo., first as elementary principal and teacher, and later as principal of the high school. From 1922 to 1925, he was superintendent of schools in Faucett and 1925 he went to St. Joseph as social-science teacher in the Benton High School. After three years, he was elected principal of the Webster School. In 1931 he was made vice-principal of the Benton Junior High School. In 1935 he was appointed business manager of the school district, where he served until his present appointment.

evaluates results. He should know his classes better than anyone else. However, if the class is made up of pupils of average intelligence and ability, and the percentage of failures is exceedingly high, say, 10 per cent or more, it may be assumed, either that there was something wrong with the examination, or that the teacher for some reason is failing to get a satisfactory response from his pupils. In either case, the teacher should be advised that adjustments are needed and expected.

5. What should be done if examination results do not correlate with the teachers' daily markings? When there is an unusually wide divergence over a considerable period of time, a careful investigation should be made in an effort to locate the cause of the trouble. In the majority of such cases, the trouble may be traced to the teacher. When the cause is located, the remedy may be applied as the case warrants.

6. Should students be re-examined im-

mediately after failure on one examination which has been completed? This question may seem farfetched, but it has assumed tremendous importance in some localities. For instance, Robert is a star football player. He fails to make his grade in accordance with the rules of the athletic association. Should he be given another chance? "Yes," say his teachers, and Robert continues to play football. Mary is a high-school senior. At the end of the year her grades indicate failure. Should she be given another examination? "Yes," say her teachers, and Mary graduates. Our answer to this question is that students should not be re-examined immediately after failure, unless it is demonstrated conclusively that for some reason the examination was unfair, and then only when the whole group to which the student belongs is likewise re-examined. Obviously, if the examination was unfair for the individual it was unfair for the group. There is no middle ground here. If examinations are to be worth anything at all, results must be final and conclusive.

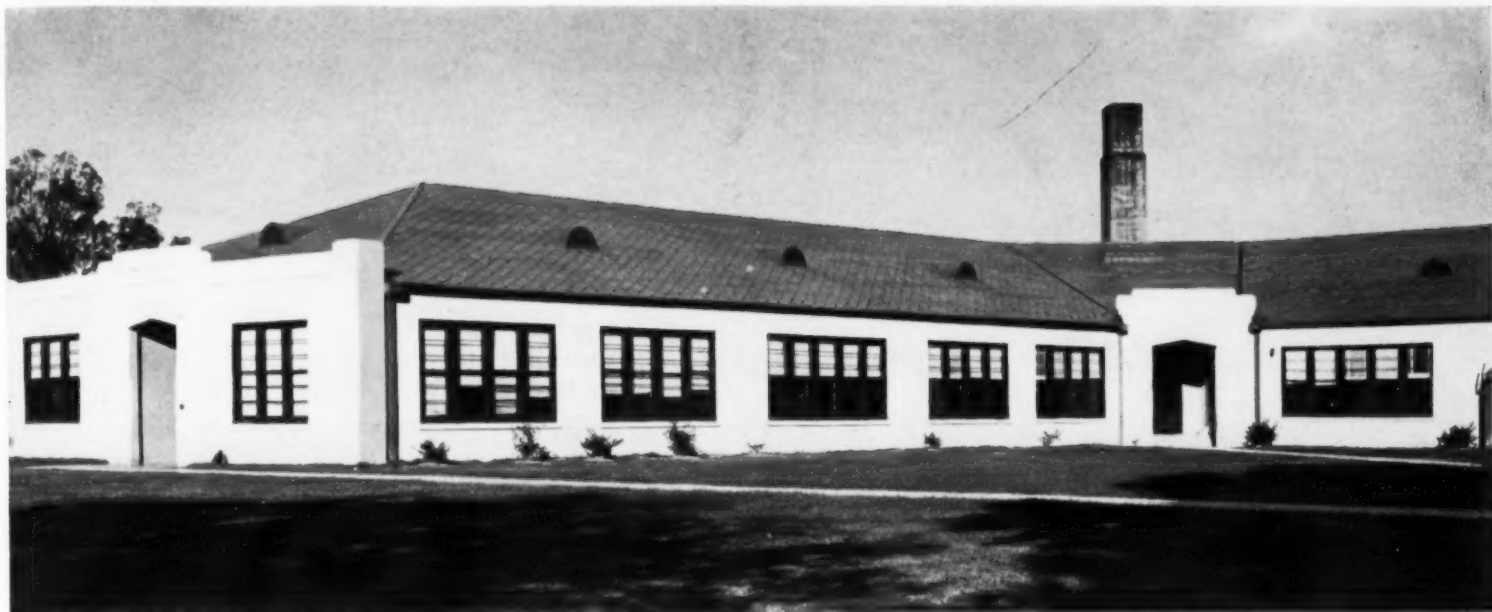
7. Should any student be exempted from final examinations? In my opinion, exemptions should be granted to students who maintain uniformly high daily scholastic records, say 90 per cent or better. This necessitates, of course, the fixing of a definite line of demarcation, and no exceptions should be made in borderline cases. This policy would serve to place a premium on diligent effort, and at the same time would furnish an incentive for better daily work.

8. How much should the examination count in calculating a student's final average? There are so many different policies in connection with this question, that it is difficult to reach a conclusion that would be satisfactory to all concerned and applicable to all conditions. One investigator has reached the conclusion that one-fourth examination mark, plus three-fourths recitation mark, seems to be the best method of calculating the final averages of pupils. This appears to be a fair basis of evaluation.

The foregoing typical questions serve to convey some idea of the practical importance of the problem of school examinations. They indicate also that a scientific investigation of the whole question of school examinations should be undertaken, in an effort to reconcile differences of opinion, and to bring about uniformity of procedure in the schools.

SCHOOL COMMITTEE SERVICE

Membership on a school committee, like virtue in the proverb, must be its own reward. The utilization of service in this important civic duty as a steppingstone to political office not only detracts from the service rendered, but tends to destroy public confidence, without which no constructive development of modern education can be effective. If this point be conceded, it must be granted that candidates for the school committee should have a philosophy of education and give positive evidence of it throughout their service.—John J. Desmond, Superintendent of Schools, Chicopee, Mass.



The high school building at the left of the main auditorium contains the boiler and heating apparatus and the administrative offices of the principal, etc.—Bodman & Murrell, Architects, Baton Rouge, Louisiana.

Dutchtown, Louisiana, Celebrates Completion of School

At Dutchtown, La., a new \$140,000 WPA-constructed high school, grade school, and gymnasium recently was formally turned over to the community as the climax of two days of dedication exercises.

According to a report to the Works Progress Administration, by James H. Crutcher, Louisiana State WPA administrator, the dedication of the building concluded a celebration and "homecoming" which was of considerable educational and civic value. For the young people, a basketball tournament in which 20 schools participated, was held. A community dance followed. On the second day the building was open for formal inspection. During the afternoon, services for the late A. R. Babin, principal of the school and ex-service man, were held. The Gonzales American Legion Post, of which Mr. Babin had been a member, conducted the memorial services and the flag which had draped his casket, was presented to the school.

In the evening, C. E. Dixon, president of the Ascension Parish school board, was master of ceremonies, and dedication speakers included Larry J. Babin, parish school superintendent; Principal S. E. Comish, Congressman J. K. Griffith, Dr. T. H. Harris, state superintendent of education, and C. P. Carroll, deputy state administrator of the Works Progress Administration. The Plaquemine High School band played.

Some 400 graduates of the local school participated in the "homecoming" festivities in connection with the dedication.

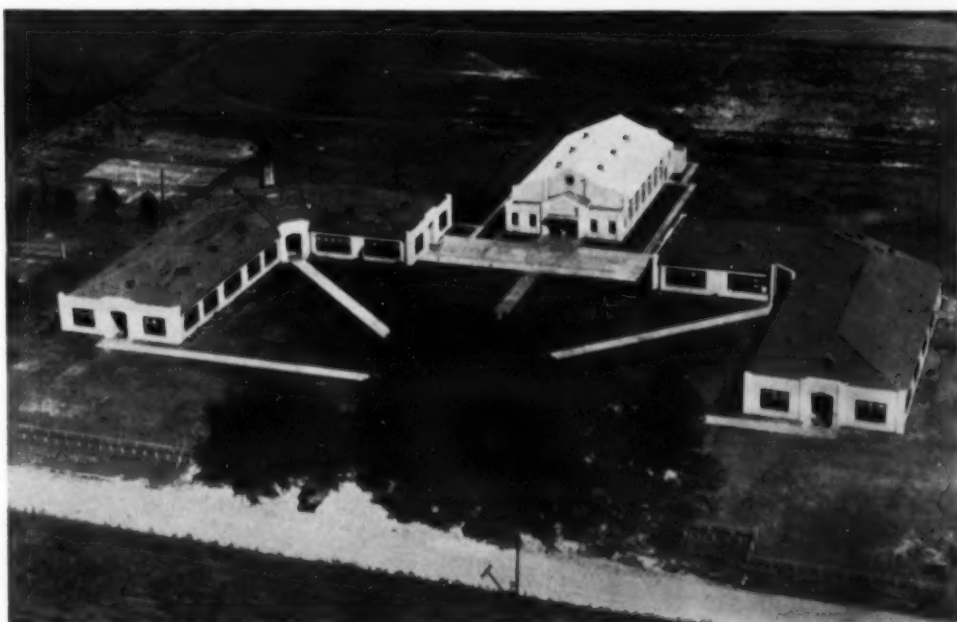
For many years, the people of Dutchtown community had avidly sought after proper educational facilities. In 1887, they raised enough money, through individual donations, to build a rough, boxlike schoolhouse. The farmers themselves "raised" the two-room structure, and this building served as a community school for ten years. Then it was

demolished and the lumber sold for about \$30, and in its place was erected a four-room building with facilities to take care of the increased enrollment. This structure cost \$4,600, all of which was donated by patrons who again supplied the labor. For more than 15 years this building served the community until a consolidation movement was started.

In 1911, a new eight-room building was added to take care of the increased school population which resulted from the consolidation in Dutchtown of five small schools in the surrounding territory. Both the local

buildings were of frame construction, and in 1934, the larger of the two was destroyed by fire, thus severely crippling the educational facilities in Dutchtown.

Then it was that a plea for help was made to the Works Progress Administration. On November 23, 1935, an application was submitted to the WPA office in Baton Rouge, for the construction of a 12-room, reinforced concrete, one-story building to be used as a grammar school. The application was approved and work began on February 10, 1936, with a preliminary working force of



The Dutchtown School from the air. Space to the front and to the right and left of the buildings is used by smaller children for play purposes. A track and athletic field is at the rear.



The classrooms are furnished with a wide variety of supplementary books and materials for project work.



The domestic science laboratory is arranged with furniture approximating that used in the homes. Work tables and stoves are of modern design.



A corner of the sewing room where the girls make clothing for themselves and their families.



A corner of the woodwork shop where farm projects are strongly emphasized.

10 men. By April there were approximately 55 men working on the project. They were all taken from the relief rolls and were residents of the community.

Several months after work had started on the grammar school, the Ascension Parish School Board on May 26, 1936, filed application for WPA funds to construct in the town a 12-classroom high-school building and an auditorium-gymnasium of the same type of construction and appearance as the grammar school. The work began on October 9, 1936, with a crew of 11 men.

The three structures are now completed and are serving the 378 school children of the eight-mile area. Built in an "L" shape of reinforced concrete, the one-story high-school building has 12 classrooms. The exterior is of stucco and the partitions and ceilings inside the building are finished in celotex and wood. Across the campus is a replica of the high-school building which cares for the grammar-school students.

Considered by many WPA officials as one of the outstanding southern projects under the federal work program, the Dutchtown school was built largely by farmers, unskilled

in construction work, who were recruited from the relief rolls of the community. These untrained men, supervised by trained foremen, built the first unit of the school—the grammar school—at a cost of about \$56,000. The second building—the high school—and the gymnasium and auditorium was built with greater dispatch and efficiency, at a cost of \$84,000.

"These men who started the first building as green, inexperienced workmen," says Administrator Crutcher, "finished the other building as competent carpenters, masons, painters, and plasterers. WPA taught these men new trades and they, in turn, gave their community a school plant second to none in Louisiana."

CONSTRUCTION OUTLINE — DUTCHTOWN SCHOOL

Foundations: Reinforced concrete.
Structure: Exterior walls—Monolithic reinforced-concrete utilizing steel simplex forms. Hand rubbed exterior; interior of walls, sheathed with $\frac{1}{2}$ -in. pine and finished with 4 ft. 0-in. masonite presdwood wainscots with celotex insulation board above on 1 by 3 strips 16 in. o.c. Ceilings— $\frac{1}{2}$ -in. celotex insulation board on 1 by 3 stripping 12-in. o.c. except in auditorium where acoustical board is used.

Roof: Hexagonal asbestos shingle roof over 30 lb. felt, over wood sheathing and wood rafters on school building. Corrugated asbestos roof on steel purlins over auditorium.

Sheet Metal: Skylights, ventilators, guttering, conductor pipe, and conductor heads 26-gauge Armco Iron.

Windows: Double hung $1\frac{1}{2}$ -in. check rail sash with double-strength glass in school buildings. Projected steel sash with obscure wire glass in auditorium gymnasium.

Floors: Flat grain pine flooring $1\frac{1}{2}$ -in. thick over 2 by 3 creosoted sleepers embedded in 4-in. sanitary fill laid over 4-in. reinforced-concrete slab on earth fill for classrooms. Auditorium floors No. 2 maple, with same under-floor construction. All corridors have cement floors.

Woodwork: Exterior—cypress; interior—pine. Interior and exterior doors, 2 panel stock doors $1\frac{1}{2}$ -in. thick.

Blackboards: Natural slate.

Finished Hardware: Russwin.

Painting: Interior walls and ceilings of insulation board, not painted. Masonite wainscots varnished and waxed. Interior woodwork, one coat of oil stain and two coats of semigloss varnish. Pine and maple floors, two coats of sealer and varnish.

Electrical Installation: Wiring system—knob and tube including program clocks, alarms and lighting fixtures.

Plumbing and Heating: Two-pipe gravity steam-heating system, with direct radiation. Coal fired low-pressure steam boiler.

Miscellaneous: Project included filling and grading of eight-acre school ground and all paving and sidewalks. Entire project cost, including architects' fees, etc., \$140,000. Cost per cu. ft.—17 cents.

This was a WPA project completed in 1938.



General Exterior View, Jackson School, La Salle, Illinois. — Louis H. Gerding, Architect, Ottawa, Illinois.

A Modernistic Building for a Modern School

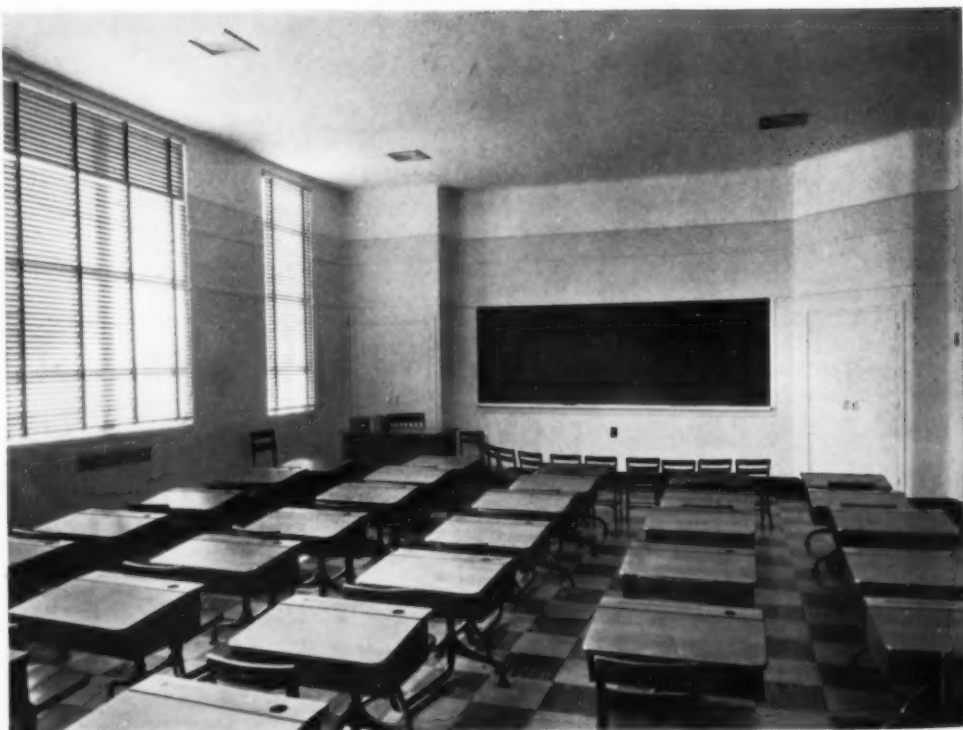
Since October, 1938, the board of education at LaSalle, Ill., has had in service the new Jackson School to house an elementary-school organization, including a kindergarten and six grades. The building has been found particularly well adapted to a moderately progressive type of school program.

The building was dedicated on November 6, 1938, with exercises during which addresses were made by Mr. Melvin Stein, president of the board of education, Dr. J. B. McManus, superintendent of the LaSalle schools, Mr. W. R. Foster, county superintendent of schools, Dr. Frank Jensen, principal of the LaSalle-Peru Township High School, and Mr. William R. Confrey, former president of the board of education. The burden of the evening's discussion may be briefly summarized in the following three paragraphs:

"The three principal ingredients of a good school system are good buildings, good and capable teachers, and intelligent pupils. All of which are in the LaSalle school system."

"Every step taken in LaSalle, or elsewhere, to improve the schools is an inspiration to other communities to follow suit. After all, the building itself is just a shell, for it is the spirit that dwells therein, which accomplishes things."

"Communities are measured by their manifest interest in education as expressed in their school buildings. Citizens should not take our schools for granted, but continue



A classroom looking toward the teacher's desk. The rooms are fitted with concealed lighting and ventilating units, and are finished in warm buffs and grays.



The modernistic treatment of a typical corridor harmonizes with the exterior.



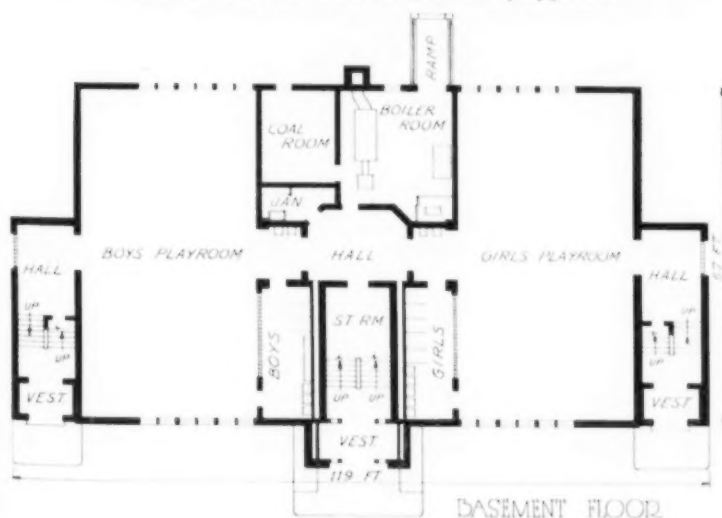
Typical stairway looking toward the main corridor.



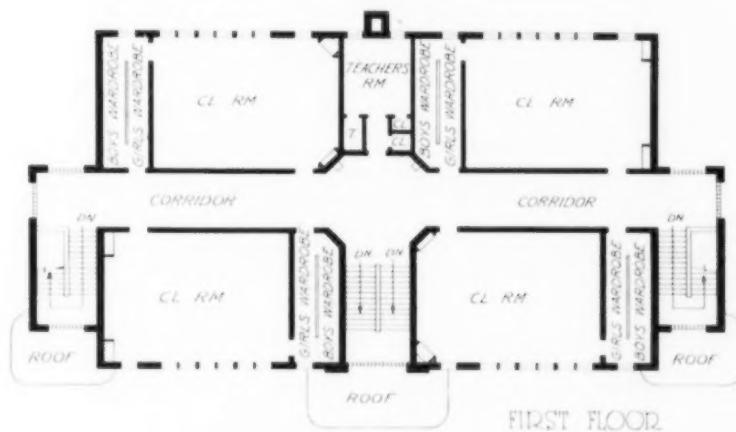
View of the Jackson School from the playground.



One of the playrooms, which is suitable for physical education and assembly purposes.



Floor Plans, Jackson School, La Salle, Illinois.— Louis H. Gerding, Architect, Ottawa, Illinois.



their interest in advancing them. Schools represent a long-term investment on the part of society in a better society as time goes on."

The building is designed in strictly modern style, and new types of materials have been used wherever these will better serve the utility, beauty, and ultimate economy of the structure. The element of utility has been taken into account in selecting the materials

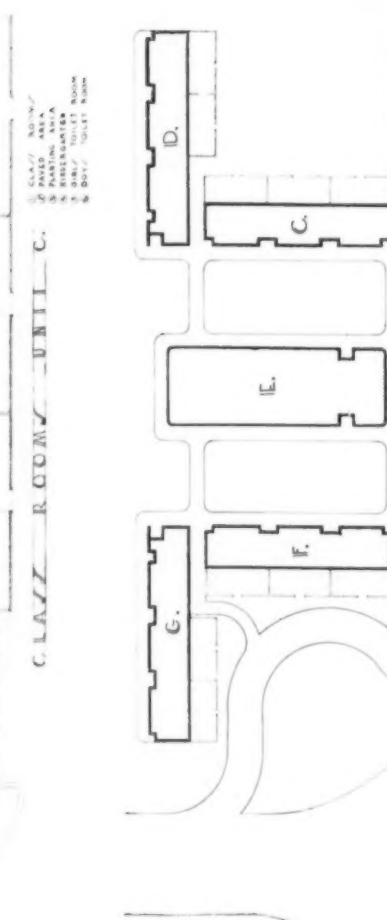
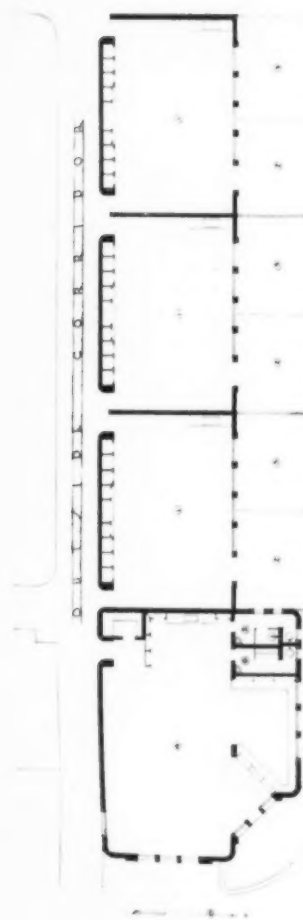
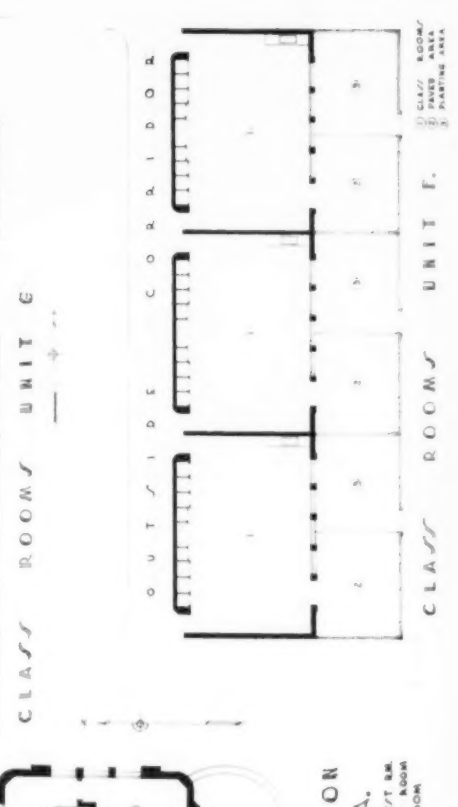
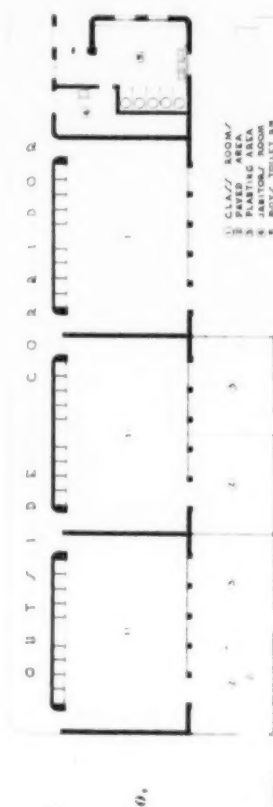
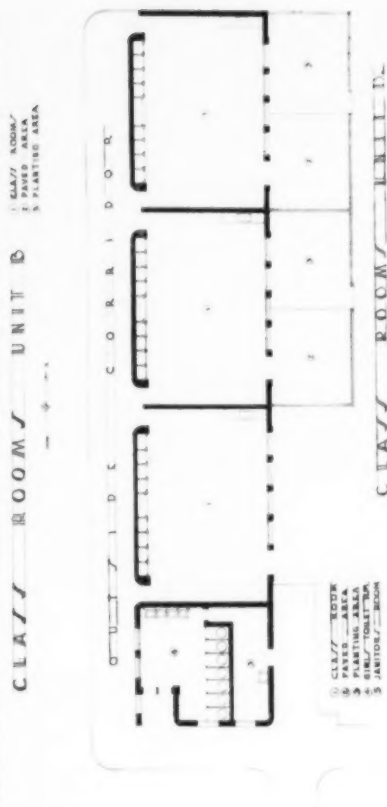
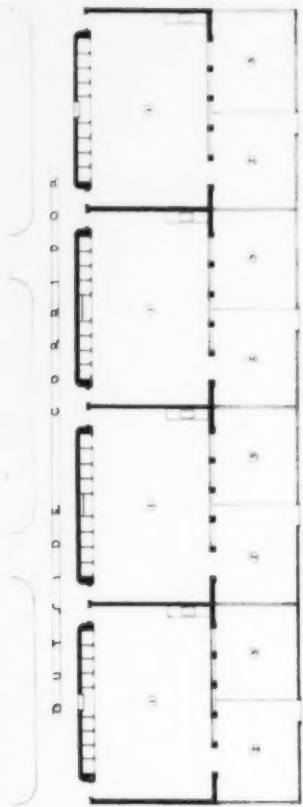
for the exterior trim, for making the corridors and classrooms both well lighted and quiet, for making the stairs safe and non-slippery, etc. Economy has been fully considered in the arrangements for enlargement, and in looking forward to length of wear, ease of cleaning, reconditioning, etc.

The exterior walls are constructed of solid brick; floors and roof are of reinforced-concrete slabs, carried on reinforced-concrete

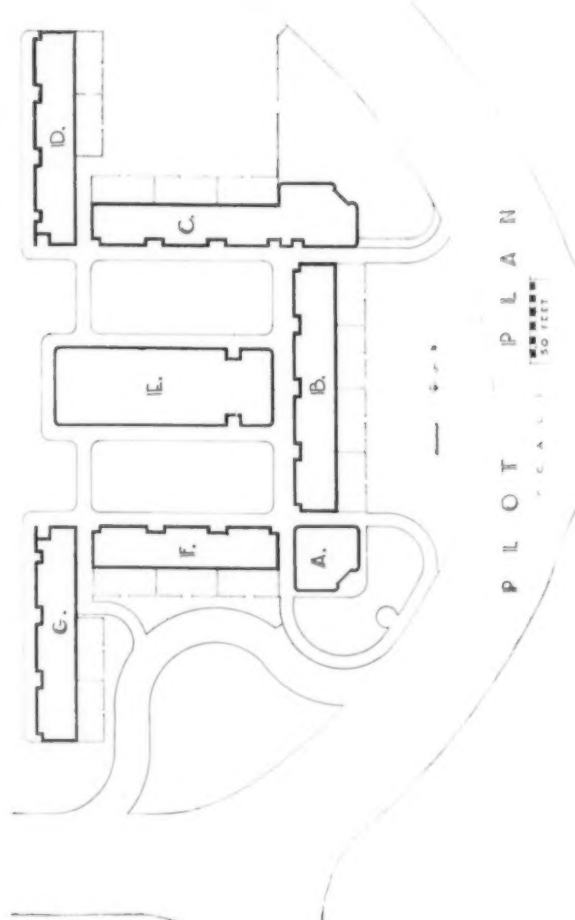
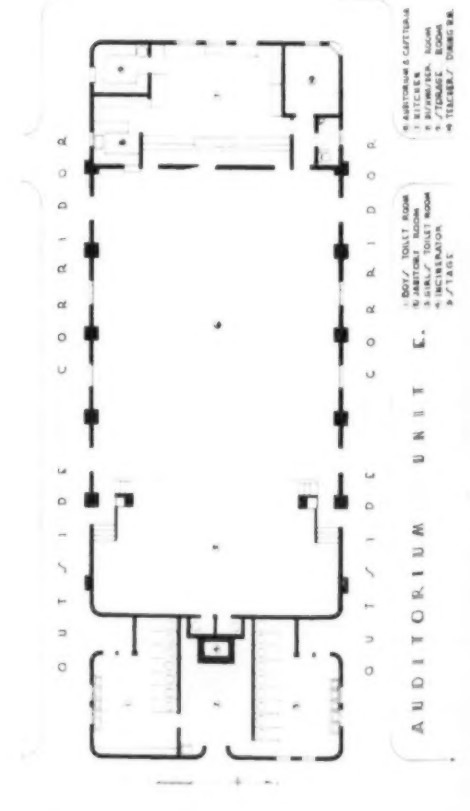
columns; interior walls are tile. The long spans over the ground-floor playrooms are carried on steel girders set below the corridor walls on the upper floor.

The corridors have inlaid asphalt-tile floors, terrazzo borders, Keene cement wainscoting, plaster walls, and sound-absorbing plaster ceilings. Natural light is introduced by means of glass bricks, occupying the entire ends from

(Concluded on page 111)



Elementary
Schools at
El Monte,
California,
Worswick &
Culver,
Architects,
San Bernardino,
California.





*Classroom Building, Elementary School, El Monte, California. The windows of the new El Monte elementary schools reach from floor to ceiling, and are so arranged that they can meet the lighting requirements of each individual room.
Worswick & Culver, Architects, San Bernardino, California.*

Elementary School Plants in Duplicate

Walter L. Culver, Jr.¹

Faced with the necessity of building two entirely new and complete elementary-school plants four miles apart and in opposite sections of the community, the Board of Trustees of El Monte School District, California, decided to erect these plants in exact duplicate, using the same plans, architects, contractor, and inspectors on both. At first thought, this decision seems somewhat revolutionary; but upon consideration, it establishes itself as eminently economical and practicable.

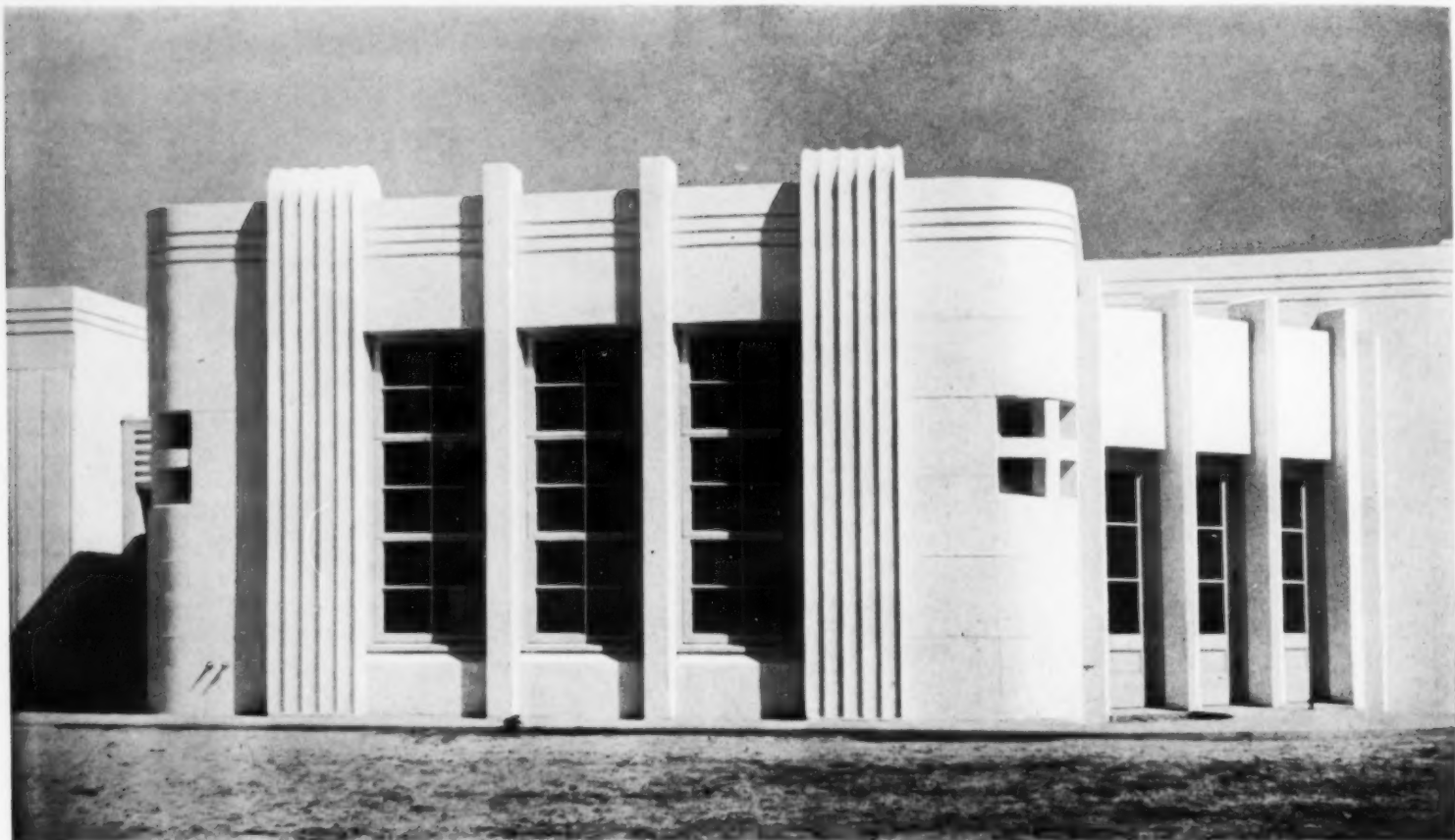
In the first place, duplicate school plants are highly economical; a saving of approximately \$27,000 was achieved in this case. In addition, the work was accomplished much more rapidly, with less effort and less worry, and problems encountered in the first construction were easily remedied or solved in the second. Moreover, the usual jealousies existing between two urban centers of a suburban community were entirely avoided, as neither was preferred above the other in the spending of community funds for new schools buildings.

A feature of the El Monte plants is that both are designed to serve as complete com-

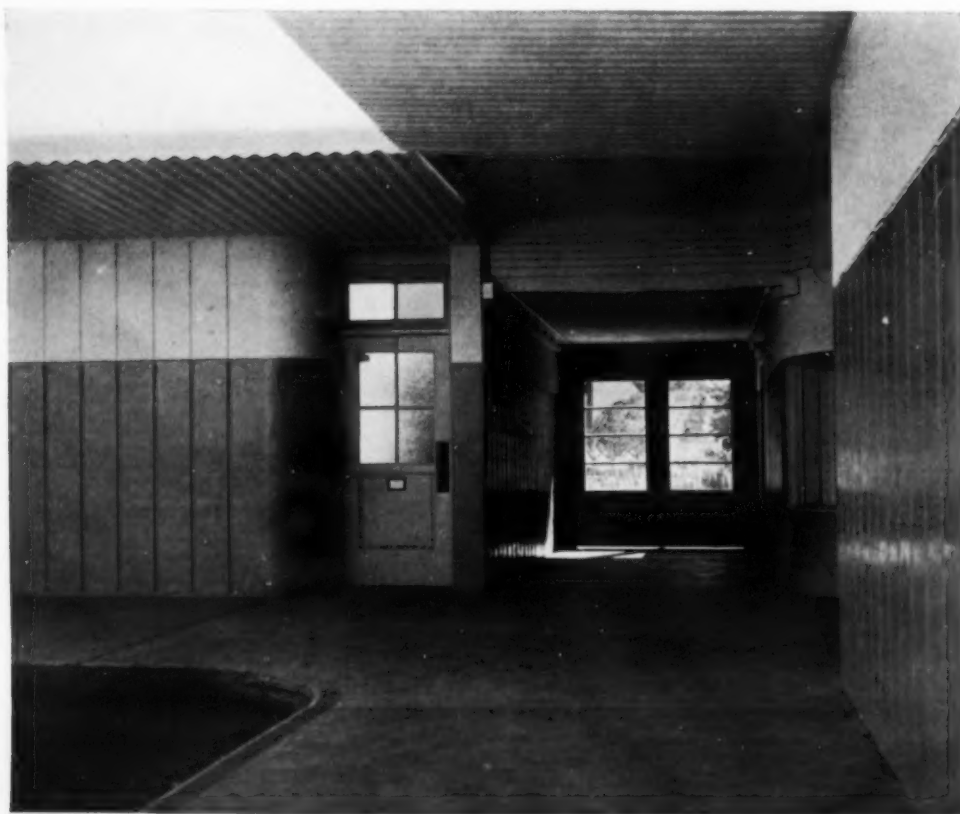


Toilet room entrance showing the concrete roofs of outdoor corridor. One of the unique features of the El Monte Elementary Schools is the incinerator, which has been built inside the school, between the boys' and girls' restrooms. Thus, an unsightly element has been removed from the campus, and also an ever-present hazard has been eliminated as only the janitors have access to the incinerator.

¹Member of the firm of Worswick and Culver, Architects, San Bernardino, Calif.



Administration Unit, Elementary Schools, El Monte, California. The twin school plants at El Monte are modern Californian in design and architecture, streamlined in every detail, and fireproof, earthquake-resistant, and panic-proof in construction.



Typical corridor and classroom entrance. All outdoor corridors of the El Monte Elementary Schools are covered with a concrete roof, poured monolithically so that even the most severe earthquake will be unable to loosen them from the sidewalls, thus providing a new safety factor for California schools. Also, all doors are recessed, in order to eliminate the hazard of pupils injuring themselves by bumping into opened doors.

munity centers. That is, each is equipped not only with adequate administrative offices and classrooms, but also with a large auditorium seating about 500 persons, which may also be used as a cafeteria. A large, well-equipped kitchen adjoins the auditorium, and the entire building may thus be used for civic gatherings, P.T.A. meetings, community dinners, and other affairs upon payment of a nominal fee.

The school plant is designed in the modernistic style of architecture, and is of white painted finish, with aluminum roof, and with all objectionable corners curved. The buildings are constructed of reinforced concrete throughout, as this is one of the most substantial, rigid constructions yet devised for schools and public buildings. Moreover, concrete buildings can be constructed cheaply in this section of California, and the maintenance cost is very materially reduced.

The general plan of the one-story plant is in the form of an E, lying flat; that is, with the main wing extending across the front, and three wings leading out from this at equal intervals. Thus, two separate quadrangles are formed in the rear of the plant. The administrative offices and clinic rooms are located in the front wing, the ten classrooms in the two adjoining wings, and the cafeteria-auditorium in the fourth wing.

The finished plant thus consists of five connected buildings, each constituting a complete, separate unit. These are: (1) the administration building, (2) the cafeteria-auditorium, (3) the building containing the kindergarten and other classrooms, (4) a classroom building, and (5) a classroom building to be constructed later as the need arises.

(Continued on page 101)

The Value of Case-Study Cards

Ruby Ballard Smith¹

(Front of Card)

CASE-STUDY CARD

Name *Richard Roe* Date of birth *Jan. 2, 1925*
 Age *13*
 Grade *7* Year *1938-39* School *Clairemont*
 Entrance grade this school system *1* Year *1932*
 In this school *5* Year *1936*
 Grades repeated *0* Expect to go to high school
yes College *yes* Parents living *both*
 No. of books in home library *200* Magazines
Radio Fan; Camera; American
 Child's club membership *none* Hobby *Radio and*
photography
 Musical instruments played *Violin*
 How is time spent outside of school? *Reads; at-*
tends movies; with hobbies.
 Movie attendance *twice a week* Average No.
 books read each semester *10*
 Library membership *yes* Subjects failed since en-
 tering school *none*
 Subjects requiring special coaching this year *Eng-*
lish composition
 Prefers group or solitary games *solitary*
 Special adjustment in school subjects: *Emphasis*
on written expression
 Special adjustment in group-living: *Games re-*
quiring teamwork. School Patrol and office
duty to train in observation of school regula-
tions
 Place "x" before items in which pupil ranks in
 upper 25% of class; place "o" items in which
 he ranks in lower 25% of class.
 (x) 1. General ability
 (x) 2. Ability to follow instructions
 (x) 3. Attitude toward his work
 (o) 4. Attitude toward other pupils
 () 5. Co-operation with group
 () 6. Leadership
 () 7. Followership
 (o) 8. Sportsmanship
 () 9. Social adaptation
 () 10. Emotional control
 (o) 11. Muscular co-ordination
 () 12. Ability to concentrate.
 () 13. Personal cleanliness
 () 14. Manners
 () 15. Food habits
 () 16. Care of books and property
 (o) 17. Observation of school regulations
 () 18. Determination to succeed
 () 19. Music appreciation
 () 20. Music aptitude
 I.Q. *122* A.Q. Variation from normal
 weight
 -15% Ave. age for grade *12-13*
 Mark each item: (A) Average; (S) Superior;
 (P) Poor; Use age equivalents if available.
 Paragraph meaning *S* Arithmetic fundamentals *S*
 Sentence meaning *S* Arithmetic reasoning *S*
 Word meaning *S* History *S*
 Word recognition *S* Geography *S*
 Spelling *S* Music *A*
 Language usage *A* Penmanship *P*
 Written language *P* Art *P*
 Science *A* Physical education *P*
 Parents' name *Robert Roe* Address *22 Benson*
St. Phone Ja. 0099
 Occupation of father *architect* Of mother *none*
 No. of children in family *1* Dates of teacher's
 visits to home *10-2-38*
 Teacher's remarks: *Home is above average of*
community. Elderly parents; oversolicitous of
child's progress in academic subjects
 Dates of conferences with parents: *12-6-38*
 Remarks: *Parents agreed to need of training*
child in co-operation, thoughtfulness, and self-
reliance

(Reverse of Card)

ANECDOTAL RECORD

Teacher (Miss) *Mary Jones* Date *12-4-38* Principal
 (Mrs.) *Lucy Smith*
 1. Event: *Poor attention in music class. Sang in deep,*
rumbling voice.
 Apparent effect on class: *Boys amused; girls showed*
disapproval.
 Disposition of offense by teacher: *Commented on deep*
quality of his voice; changed him to section of low
voices. Child seemed pleased that teacher found his
voice so good.
 Outcome: *Better attention; increased effort; no further*
disturbance.
 Teacher (Miss) *Mary Jones*. Date *12-14-38*
 2. Event: *Child openly declared intention of not writing*
an essay on the subject chosen by class for com-
petitive writing.
 Apparent effect on room: *Disapproval. Comments of*
"poor sport."
 Disposition of offense by teacher: *Kept after school to*
finish theme.
 Outcome: *Theme finished after force and help by*
teacher. No enthusiasm shown. Theme for next
assignment was in on time. Sought class approval of
his work.
 General conclusions:
 Only child; physically frail; emotionally immature;
 ill at ease with other children; lacks companionship;
 has little experience in group-living; unpopular in games
 because of poor muscular co-ordination, and unsports-
 manlike manner.
 Suggestions to parents:
 Toys which require group participation; membership
 in a boys' club; allow child to study an instrument for
 use in school band.
 Conclusions, Event 1.
 Child misbehaves to get attention he cannot otherwise
 command. Better behavior exhibited when teacher
 notices and approves his efforts to excel.
 Conclusions, Event 2.
 Child likes to feel that he has a voice in the activities
 of the class. Such events as above can be avoided by
 calling attention to the good points of his suggestions
 even if they are not followed.

with the child. Without such help the teacher working with a new group of children must use a trial-and-error method of arriving at satisfactory solutions. With a case-study record of a child's previous difficulties and successes a new teacher can make use of previous teaching findings.

The case-study card, to be of most value, must be conveniently filed with the information kept up to date. The file should be studied by the teacher before she actually begins work with the child in order to acquaint herself with the latent and incipient problems of the individual whom she must guide. Most behavior problems are recurrent and, if the teacher knows of these pitfalls in advance, she will be able to anticipate them and guide the child through them without serious difficulty.

The obverse of the card under discussion carries information that is easily obtained and is general in character. The information pertaining to these items should be revised at least four times a school year. A new card should be made each year.

The reverse of the card is for unclassified information and should be kept as any anecdotal record. This information is very specific and should be kept up to date. On this side of the card enter actual events that need studying; enter the teacher's

Just as a physician diagnoses and charts the ever-changing condition of his patients, their reaction to treatment, and return to normalcy, so must the teacher chart and diagnose the problems of the children who are dependent upon her for guidance in, and maintenance of social, emotional, and educational normalcy.

To be the most effective, the teacher must be as professional as the physician. The training in each profession requires extended professional study. In both fields the expert is trained to look for symptoms and to apply the most effective remedies. Whereas the medical profession is mostly concerned with problems of health, the teaching profession is concerned with problems of physical abnormalities, emotional balance, social adjustment, and educational progress. Maladjustment in any of these phases of development is as detrimental to the child's progress and ultimate fulfillment of his possibilities as is malnutrition.

Just as the physician depends upon clinical methods of accurate charting rather than upon memory and chance discovery, so must the teacher keep an accurate chart of such findings as she is able to obtain and treat her "patients" from this point of information.

The teacher must use every available resource to discover causes and remedies in cases of variation from the normal. There are inevitable mistakes in diagnosing and prescribing, but an intensive case study will help to reduce a large percentage of the errors. The case-study card discussed here will give a cross section of the child's life, but the teacher must add to this an understanding of the forces which cause the behavior problems in order to obtain a longitudinal section of the child's life and to see him as a whole personality.

Careful case study is a prerequisite to the correction of a child's difficulties. Every child presents some problem; some children are able to make their own adjustments, but many need guidance because they are out of step with their possibilities and show to a varying extent such character traits as self-consciousness, a feeling of inferiority, timidity, restlessness, ambition beyond abilities, a desire for the limelight, indifference, or a distinct avoidance of success in their desire not to attain their greatest possible achievement. All children need help in self-understanding and group living; all are struggling for a sense of security and satisfaction and look to the teacher for assistance.

The teacher must be a specialist in order to be of utmost benefit to the child. It is not possible for her to keep the necessary facts in mind concerning a large group

of children without recourse to written data. These data should be cumulative and available to any person who is to work

¹Clairemont School, Decatur, Ga.

method of dealing with the occurrence, and the apparent success or failure of the corrective treatment.

The most valuable information on this side of the card is listed under "general conclusions." After studying a child for several weeks the teacher should be able to come to some conclusion concerning the forces that cause the maladjustments, and effective ways of circumventing their recurrence by guiding him more successfully.

The information on a case-study card has a manifold purpose: each problem must be studied to some conclusion before it is entered on the card; the information is available to the teacher, principal, supervisor, and the "guidance department"; it is an invaluable aid to the teachers who will

supervise the child's development in the coming year; it is indispensable in seeking the co-operation of the parents; and it is a basis of measurement of the child's progress in solving his problems.

To obtain the greatest value from the use of the card, the teacher should:

1. Keep a chart for every child, making a new one each year.
2. Keep the chart conveniently filed with the charts of previous years.
3. Consult the chart often to learn of progress over previous performances.
4. Keep the chart up to date by entering in his file at frequent intervals "jottings" of the child's problems.
5. See that the file of each child is in the hands of the teacher before she begins work with a new group.

hand, the board realizes something of the complexity of the questions which must be considered by the dean, principal, or superintendent. There is also more intelligent appreciation by the administrative group of what the superintendent faces in presenting issues and defending his position.

Since the recommendations of the teachers' committee are usually adopted by the board because of the attention given to problems by the committee, the board has time and opportunity to attack other questions such as building requirements, maintenance, business management in the system, and other routine work. But through its committee once a year, the board gives valuable advice in procedure, to become something more than mere watchdogs of the school treasury and listeners to complaints. In the Rochester plan, the board and the administrators make a study of all problems and act to benefit the Rochester children as a whole.

Teachers Help Solve Administrative Problems

Aletha M. Herwig¹

How can a board of education aid in attacking and solving perplexing or difficult administrative problems? The Rochester (Minn.) public-school system believes that it has the answer. For six years the board's teachers' committee has held an annual conference with the schools' administrators for the discussion of common problems in the interests of boys and girls in Rochester. The committee has reported its findings to the board in the session concerned with curriculum changes and the election of teachers.

The conference represents a new idea in school administration. In many schools administrative officers have no direct contact with the school board but must rely on the superintendent to present their problems to the overseeing body. But the annual conference of the teachers' committee and administrators is considered a democratic method whereby perplexities can be solved and misunderstandings avoided as well as an overview of school needs and procedures obtained. The teachers' committee is comprised of three members, including the president of the board, the vice-president, and the one woman director, Mrs. G. M. Lowry, who is chairman of the committee. Administrators include the superintendent of schools, G. H. Sanberg, the dean of the junior college, the high-school principal, and the grade supervisor.

Following a dinner served by the home-economics department, a carefully planned program is laid before the teachers' committee. Only those topics which members of the group deem worthy of discussion are presented. Occasionally the committee is joined by other members of the board, but the committee makes the final recommendations.

Among the subjects studied are manu-

script writing, new courses of study, co-operative testing, the guidance program, and teacher adjustments. Agreements on policies are made and recommendations drafted to be considered by the entire board at a later meeting.

In the conference this year following the discussions, the committee recommended among others that new courses in civics and subfreshman English, as outlined by the junior college dean, be approved; that the dean be engaged to direct a guidance program; that consideration be given to providing adequate quarters for the advanced home-management classes; that pupil adjustments be made in the various grade schools; and that the transition from manuscript to cursive writing in the third grade be referred to the grade supervisor and the penmanship supervisor with power to act.

Thus, other administrative officials, in addition to the superintendent, may present problems to board members. On the other

SCHOOL PROGRESS IN FALCONER, NEW YORK Board of Education Pushes Improvements

During the past decade the progressive activities of the Falconer board of education have caused the community to support the erection of two new school buildings and the addition of a third building.

New courses of study have been adopted and new vocational subjects based on community needs, have been added to the curriculum in both the elementary and secondary schools.

In October, 1937, the Falconer High School was accredited as a six-year high school by the New York State Department of Education. For many years the school had been accredited as a four-year school. It is now the first six-year high school to be on the accredited list in Southwestern New York.

In the accompanying photograph, the members of the board of education, reading from left to right are: Melvin Olson; Dr. G. A. Wilber; Harland Morley; Mrs. Dorothy Sprague; Frank Ruckman; Mrs. Frances Pline; Arthur Hoaglund; Chester Peterson.



The Falconer Board of Education in Session.

¹Journalism and Radio Instructor, Rochester High School, Rochester, Minn.

The Inventory—An Indispensable Part of an Efficiently Administered School

R. H. Licking¹

How accurately do you keep records of your school plant and its equipment?

If I may judge from discussions with board members, school administrators, and more particularly from the statements made by a representative of one of the large insurance companies, it is safe to say that this is one of the most neglected phases in the entire school-accounting field.

The well-kept, systematic inventory will serve as a guide to buying, a check upon teacher efficiency, a means of teaching effectively care of and respect for public property, a method of determining accurately the life of such items as textbooks, band instruments, etc., thus enabling the school board to fix a rental price which will not be exorbitant, but which at the same time, will be sufficient to maintain rented school equipment; and last but not least, such an inventory will be of inestimable value in case of fire.

What are the characteristics of a good inventory record? These qualities certainly should be included:

1. It must be usable.
2. It must be so constructed that the greater part of the information can be supplied by teachers.
3. It should give the maximum amount of information with the minimum amount of clerical work.
4. It must give a complete record of original values and depreciated values of all school property.

5. It should provide a place for showing, in condensed form, the amount of rental taken in and the amount of money expended for repairs and upkeep.

6. It should show the loss of any property that may occur.

7. It should be a part of the regular bookkeeping system.

8. It must be compact and readily comprehensible.

The form we have developed and use at Kewaunee is an 11 by 17-in. sheet on which cost prices are recorded in the central office at the same time invoices are paid. One sheet goes to each teacher near the close of the school term, and he or she makes the count of all items of movable school equipment, books, furniture, etc., and records the same on the form. The form is so arranged that the names of all school items need be copied but once in ten years. To start the program, in cases where equipment is being used and corresponding invoices are no longer available, the present value of the equipment must be determined by the teacher, with the assistance of the principals and department heads. Once the value is established, the keeping of the record becomes very simple.

Our form provides the following information:

1. Description.
2. Quantity purchased.
3. Date of purchase (or of construction in case of school buildings).
4. Name of firm from whom purchased.
5. Purchase price.

6. Value of school plant and contents after depreciation at end of each year.

7. Number of usable items at end of year. (This will enable the school board to determine the amount, if any, of pilfering that occurs and since it places responsibility for such loss upon the teacher, he or she will in turn shift this responsibility to the student where it rightfully belongs, and pilfering can thereby be either reduced to a minimum or eliminated entirely.)

8. Amount of annual rent received is shown for a ten-year period. (This is most essential at a time when so many schools are finding it expedient to rent textbooks and band instruments.)

9. Amount of money spent on repairs and upkeep. (No accurate rental system can be devised, especially in the case of band instruments, which does not take into consideration the amount of rent received and the amount of repairwork done.)

The size of our accounting sheet is identical with that used in the school-accounting system, and is placed in and made a definite part of this system. This is done because, in the first place, it is most essential that inventory records be placed in a fireproof vault just as an accounting system is; and in the second place, there is just as much reason, if not more, why the inventory record should be filled out at the same time that invoices for new equipment are paid. Practically no additional time is required to keep such an inventory record up to date, if it is handled in this way; and an accurate and infallible record of the value of school contents is thus provided.

Appraisals cost money, and so far as contents are concerned, may not be too accurate, and while this inventory system may not obviate the necessity for an appraisal, it will render the appraisal more accurate and will greatly reduce the time required for such appraisal, thereby reducing cost.

Following a fire, nothing is so basically essential, nor so much appreciated as an accurate record of school values, both from

1. Left-hand page of Inventory Record Form. 2. Right-hand page. The sheet measures 17 inches wide by 11 inches high.

the standpoint of fixed and movable equipment. The school-board member's position, like that of the superintendent, is one of public stewardship, and just as great, if not greater precaution should therefore be taken in keeping accurate records of public property as is exercised by an individual in keeping records of his own business. In case of fire, nothing will enhance the prestige, nor place in higher esteem the service of a board member or school superintendent than to be able to produce a carefully kept, accurate, systematic record of the value of all school property. This will insure the taxpayer protection. Tax money is not always easily collected, and there is nothing that a taxpayer so resents as to have hard-earned tax money squandered, wasted, or foolishly used. Loss of public property, or values due to inadequate insurance, is a waste of the taxpayer's money.

So far as the physical equipment of the school is concerned, there is no better service that a board member can render than to see to it that all school property is adequately protected by insurance — not overinsured, and not underinsured — and this can be done to the advantage of the taxpayer only by having a true appraisal of which an accurate, systematically kept inventory is an indispensable part.

ANNOUNCE PLANS FOR SECOND MEETING NATIONAL SCHOOL BOARDS

"At long last" the public school boards of the country are getting into position to speak a word for themselves. A year ago a start was made to perfect a national organization known as the National Association of Public School Boards and School-Board Members. Calls for the second annual meeting of this association to be held at Knoxville, Tenn., September 18 and 19, 1939, are now being sent out by Secretary-Treasurer Lynn Thompson from the association headquarters, 1225 Nicollet Avenue, Minneapolis, Minn. Mr. Thompson is president of the Minneapolis Board of Education.

"The need for such a national organization is obvious," said Mr. Thompson. "The public of America must be made school-conscious. The businessman, farmer, professional man, and artisan must all become educated to the fact that the real foundation of business prosperity, as well as social progress, lies in the training of youth. Most of the problems of economical adjustments are of today, and only today. The work of the public school is not only of today, but of all the uncounted tomorrows."

It is strange that amid all the highly organized movements of this intensely organized age, those who wrestle with the difficult problems of creating and admin-



Lynn Thompson
Secretary, National School Boards
Association.

istering the financial support of public schools have remained as a sort of side attraction of the National Education Association, with a limited amount of influence and prestige in its affairs. Most emphasis is given to the technical problems of education, and to those who specialize in methods of teaching. School teachers, from superintendents down to grade teachers, give primary importance to the manner of conducting schools, and training children. Any school-board member knows that the first essential is a schoolhouse and the money to heat, light, and equip it.

The magnitude of figures which show the extent of business management in the hands of school boards is surprising. They hold jurisdiction and management over \$10,000,000,000 worth of property; annually they receive and pay out more than \$3,000,000,000 in cash; they employ and pay 1,000,000,000 teachers in the 127,000 school districts of America in which are being taught and trained 26,000,000 youths of today, who will carry the burdens of the nation tomorrow. It is said that the public school has an intimate daily contact with the lives of more people than has any other American institution, with the possible exception of the post office.

School boards and boards of education, while they are responsible for the conduct and maintenance of schools, are not an active part of the daily school routine and procedure. That is why they are rather on the sidelines at meetings where discussions surround the mechanics of teaching, and the technicalities of discipline and study courses. They are interested, of course, and they try to listen and learn. But when it comes to the real problem of establishing and financing the institution of public education, they have a language all their own.

They need the place and the time in which to thresh their problems out to some semblance of unity and national co-opera-

tion. They know when highly paid educators talk of new fields of experimentation and progress in public-school work that it will require more money. They know how hard it is to get money enough to carry out the program already established.

The National Association of Public School Boards and School-Board Members has an opportunity for service. It can help to carry the problems of citizenship management of public schools to a diffident and nonappreciative constituency.

DANGERS OF LITERACY

The most powerful instrument ever placed in the hands of man in his struggle for emancipation is literacy — a mastery of reading and writing. Only by the intelligent use of this instrument can the masses of the population share in the benefits of a liberal democracy. In no other way can they come into a full enjoyment of science, art, culture, of all the advantages of civilization. But man's longing for a better world may be thwarted by an inadequate or incompetent education.

Literacy is the instrument through which democracy is achieved, but literacy alone will not promote or insure democracy. Misused it may become debased into the propaganda of demagogues or of a self-seeking press and radio. The common man rose from low estate when he became literate, but through that step he exposed himself as never before to the wiles of those who appeal to emotions rather than to reason. The dangerous fact is that much of the printed matter that the citizen reads and most of the addresses that he hears are not factual or judicial in character but are prepared and presented with some personal motive rather than the public welfare in mind. Instead of enabling man to acquire more knowledge and more power because of that knowledge, literacy may create merely illusions of knowledge and power.

The accumulation of knowledge and the wonders that have, even in our generation, been wrought by its practical application inevitably engender a sense of power and accomplishment. Belief in a new freedom follows naturally, manifesting itself in every line of endeavor. Leaders — whether in politics, social welfare, literature, music, art, education, religion — express themselves with a daring and dash which attract attention at once. And unnumbered men and women, urged on by their desire to secure a more abundant life, follow their leaders with a trust that is terrifying. Education is supposed to train us in independence of thought and to instill in men greater poise and independence in thinking. Freedom is undoubtedly one of the chief goals of life, but not its only one. In conjunction with it one is supposed also to learn the lessons of duty and responsibility. Freedom without an impelling sense of responsibility is license, and responsibility with no respect for the welfare of others is stagnation. Human progress ensues only when there is a proper regard for both freedom and responsibility. — *Lotus Delta Coffman.*

SCHOOL PROPERTY

We should impress upon students that the school plant is theirs. When they are informed that any damage they do to the school property is really doing it to their own property, they secure an entirely different light on the matter. — *William J. Evans, Clerk of the School Board, North Center, Ohio.*

"Consumerizing" the Teaching of Commercial Law

William H. Wing¹

One of the present trends in commercial curriculum construction seems to be toward the inclusion of consumer business subjects. One might quote dozens of educational authorities on the need for consumer education; no one will deny that such education is really an essential part of secondary education provided the material presented is kept at the level of the pupil and is presented in an interesting manner.

The trend has also been toward "personalizing" subjects formerly thought of as more or less vocational in nature; one might include in this category such subjects as personal typing and personal-use shorthand.

A subject which in the past has been a rather highly specialized background subject, and one of interest to pupils only because of its possible uses in business, has been commercial law. Many hold to the view that commercial law ought to be made a personal-use subject of value to the consumer. Certainly the knowledge of commercial law should aid the average man in better handling his business affairs, in knowing his rights, and in knowing when it would be best to get legal advice.

The writer recently carried on some research with the objective in mind of discovering what kinds and how many consumer-legal disputes people have and how such disputes are settled. It was found that 22 per cent, or 66 out of the 300 persons taking part in the study, had had a course in commercial law at some time in their educational career. These 66 persons experienced 27 per cent of the disputes — more than their share. The study brought out the fact that those having had law training, consistently experienced more consumer-legal disputes than those without such training. Does this mean that the way to keep out of legal difficulty is to know little or nothing about law? The writer thinks that possibly those having had law recognized that their rights were being infringed upon or that they were being made the victims of exploitation. Those with law training became involved in disputes over issues that the person without a knowledge of the law would do nothing about, either because of ignorance regarding his rights or a lack of knowledge regarding the proper steps to take in his own behalf in order to rectify his difficulty.

What causes for dispute are most frequently met with by the average consumer? The writer found that disputes over water, gas, telephone, or electric bills were the most numerous. Of course, very few such cases ever reach such serious proportions as to get into court or into a lawyer's office; most of them are settled by compromise between the parties or are never settled

at all to the satisfaction of the consumer. Why this cause for dispute is so frequent is not known. Other research should be carried on to discover what particular elements are involved that make disputes over water, gas, telephone, or electric bills so frequent an occurrence, as well as what ways and means should be employed to educate future users of utility services about such disputes.

The consumer-legal dispute ranking second in frequency surprised the writer as it will undoubtedly surprise the reader. It had to do with disputes arising over paying cash for articles and then finding it impossible to get adjustments for defects. In spite of all the "ballyhoo" about "the customer is always right," guarantees, etc., this cause for dispute ranked second in frequency of occurrence. Many people refrain from paying cash for articles because of the extreme difficulty in getting defective articles exchanged or satisfactorily adjusted after the article is fully paid for.

One man answering the check list used in the study wrote about such a case:

"I purchased a . . . automobile and paid spot cash for it. The salesman told me I would get at least 22 miles to the gallon. I never got over 10. The garage people made a half-hearted attempt to fix the machine, but in the end I had to buy a new carburetor costing \$30 before the car would function properly. I'll never buy another. . . . If I hadn't been such a good citizen and paid cash, such a thing would never have happened."

Ranking third in frequency were disputes over attempts to collect past-due accounts; fourth were disputes over failure to secure a receipt and failure of the landlord to keep a building in good repair; and so on through 121 possible causes of dispute. Some of the items about which much material is found in commercial-law texts were at the bottom of the list as having been infrequent causes for dispute. Possibly these items have been taught so well that little trouble is experienced with them; if so, why not spend a little more time on real consumer-legal difficulties?

Many of the items found to rank rather high in frequency of occurrence are not strictly in the realm of commercial law as it is taught in the high school today, but should possibly be included in senior business training. Others are of such a nature that as yet no one knows how or what to teach regarding them. But many causes of dispute of a consumer-legal nature could certainly be dealt with more fully in commercial-law classes than they are at present.

As the frequency of a dispute is not always a direct index of its importance, a weighting scheme was used to determine which causes of dispute were most important.

The check list used in this study was made up as follows: The left-hand half of the sheet listed the cause for dispute, the right-hand half was divided into four columns: column one, disputes never settled; column two, disputes settled by compromise between the parties; column three, disputes settled through a lawyer; and column four, disputes settled in court. The writer assumed that cases taken to court for settlement were most serious, cases settled through a lawyer next in seriousness, and cases settled by compromise or never settled satisfactorily, least serious to the interested parties. The check list was sent to a random sampling of 625 parents of high-school pupils in the states of Wisconsin, Iowa, and Illinois. Each was asked to check in the appropriate method-of-settlement column any dispute like or similar to the one listed he may have had. After weighting the checked causes of dispute, the first 25 most important to the consumer in order of importance were found to be disputes over:

1. Amounts of water, gas, telephone, or electric bills.
2. Attempt to collect a past-due account.
3. Division of property among heirs.
4. Paying cash for articles and then finding it impossible to get adjustments for defects.
5. Intestacy.
6. Compensations due for industrial accidents.
7. Nuisances.
8. Notices to vacate property before a certain date.
9. Claims against insurance companies for automobile-accident insurance payments.
10. Garnishments.
11. Failure of landlord to keep building in good repair.
12. Claims for damages (insurance company not involved).
13. Attempt to break a lease.
14. Claims against insurance companies for payments due because of injuries.
15. Differences of amount in check stubs and the bank's statement.
16. Not knowing the possible results of endorsing a note or check for another.
17. Amount of tax assessed.
18. Claims against railroad, bus, air, or steamship lines for damage or breakage of articles in transit.
19. Method of filling out income tax reports.
20. Failure to state exactly what is meant when drawing up legal documents.
21. Overdrawing a bank account.
22. Failure to secure a receipt.
23. Damage to, or loss of, rented property.
24. Incorrectly drawing up a will.
25. Inability to meet installments.

Today the accepted procedure in setting up a vocational course is first to make a "job survey" in order to discover the need for such training as is to be given; second, to make a "job analysis" to discover what should be taught. The idea that this same general procedure ought to be used in our background and nonvocational courses is beginning to filter into educational circles. More and more are such "job survey" and "job analysis" procedures being used for such background courses as business English, commercial arithmetic, and commercial law. When we have discovered what to teach, we can better experiment with methods of teaching the desired information.

¹High-School Teacher of Commercial Subjects and Graduate Student, University of Iowa.

Administrative Devices and Adjustments for Enriching Offerings in Small Schools

R. V. Hunkins¹

For this discussion a small school is considered to be one that, because of restricted enrollment and the consequent limited number of instructional groups and teachers, cannot provide standard curricular and extra-curricular offerings without making special adjustments. It is not the need for making adjustments that characterizes a small school, of course, for even large schools must make adjustments, such as that, for example, of offsetting the devitalizing effect of the machinery of organization. But when the adjustments that must be made in order to provide standard instruction grow out of the limited enrollment and the resulting limited number of classes, courses, and teachers, then the school is a small school as here considered.

In accepting this definition it is assumed that a small school has special problems that grow out of its limited size. The burden of the discussion, therefore, is not that of reviewing the problems but of presenting a list of working devices that are being put into practice by way of helping to solve the problems. What are the leading devices used and how successful are they?

Consolidation, the Solution Long Proposed

The first major adjustment advocated for the improvement of small schools was that of the consolidation of schools and the transportation of the pupils to more sizable school centers. The consolidation movement has made notable headway. Recent statistics indicate that three million school children are being transported in 84,000 school buses, not to count the thousands of children who are hauled to school in private conveyances. During the past decade there has been an increase of 150 per cent, it is claimed, in the number of pupils transported to consolidated schools.

A contemporary of the consolidation movement has been the movement toward the enlargement of the area units for the administration of small schools. The county unit, for example, and other enlarged units of support and administration have been advocated by way of improving the financing and the administering of smaller schools.

In spite of the great value of both the consolidation of schools and the consolidation of districts, it must be pointed out that neither of these eliminates the kind of schools our definition classifies as small schools. Enlarging the units of administration does not necessarily remove small schools at all; having them administered from fewer centers does not automatically change their size nor improve their curriculums.

It would seem that consolidation might tend to abolish small schools but it does not. In 1930, according to federal statistics, the typical consolidated school had 250 pupils in all twelve grades. Certainly a school of that size would still be confronted with the need for drastic adjustments in order to maintain a liberalized curriculum. Consolidation certainly improves conditions, but it does not

go all the way in bringing to rural boys and girls a rich enough offering of subjects and activities. Consolidation, effective and desirable as it is, is not sufficient in itself to preclude the need of supplementary devices for providing adequate offerings.

Seven Devices for Improving Small-School Offerings

The natural limitations of this discussion prohibit the consideration of all the devices there are, or that might come to be, used for the amelioration of the curriculums of smaller schools. Consideration is restricted to seven devices besides that of consolidation: (1) Supervised correspondence study; (2) interschool employment of special teachers of music, agriculture, and so on; (3) one teacher handling more than one class during the same class period; (4) alternating subjects by years; (5) using a traveling supervisor of instruction for a county or other comparatively small area; (6) six-man football; (7) a "Mother-School" plan by which one school fosters better offerings in surrounding schools.

In order to get some measure of the extent and the success of the uses of these devices a questionnaire was sent to the state supervisors of secondary education in each of the 48 states. It was assumed that these devices are more used and more needed at the high-school level than at the elementary level. It was further assumed that the state high-school supervisor should be the single individual in each state best qualified to know the extent and the success of the use of the devices. Each supervisor was requested to give a figure indicating the extent of the use of each device, and then to give each device a rating on an A, B, C, D scale. After losses due to unanswered queries and to replies that were not usable for various reasons, there were left reports from 24 well-distributed states representing 13,000 high schools. In the questionnaire the supervisors were requested to report on consolidation along with the seven devices listed above, making eight in all. The results are given in tabular form below:

Device or Adjustment	Estimated Approximate Per Cent All High Schools Using	State Supervisor's Median Rating
1. Supervised correspondence study	3.	B
2. Interschool employment	10.	B
3. Handling two or more subjects at a time	5.	D
4. Alternating subjects by years	30.	A
5. Traveling supervisors	5.5	B
6. Six-man football	5.5	B
7. "Mother-School" plan	0.4	B —
8. Consolidation of schools	40.	A — plus

The reliance one is willing to place upon the data tabulated will depend on the faith one may have in the questionnaire method and in the knowledge and the judgment of

state high-school supervisors regarding these matters. The data are not claimed to be scientific, but they do represent something better than snap judgment. Possibly they are suggestive.

Information from Actual Users of the Devices

It was impossible to obtain a large amount of data from those actually using these devices. Some data of this kind were, however, collected. The names of users of the various devices were solicited from the heads of departments of school administration in fifteen state universities chosen at random from over the country. These university representatives were asked to give the names of schools in their states where these various devices were in use.

It was interesting to learn that eight of the fifteen university department heads had ready knowledge of the attempts in their respective states to provide improved offerings in smaller schools. The other seven professed to be uninformed and referred me to the state departments of public instruction. None claimed that problems of the kind did not exist.

Letters were written to several schools reported to be using each of the various devices, in an effort to obtain at least a small amount of qualitative data. Most of the devices were defended on a basis not of being ideal but of being much better than what would obtain without them. Summarized reactions were about as follows:

1. *Supervised correspondence study*: Enthusiastically greeted.
 2. *Interschool employment of special teachers*: Defended on a basis of being better than conditions without it. Difficulty in making schedules mentioned.
 3. *Handling two or more classes at a time*: This device is being heroically undertaken in places and gives better promise of success, it would seem, than the low rating of "D" given it by state high-school supervisors would indicate. Project teaching, supervised-study techniques, and individualized instruction seem to make it possible for one teacher to handle as many as three different classes at one time.
 4. *Alternating subjects by years*: Tolerated as necessary but not too enthusiastically supported.
 5. *Traveling supervisors*: Not widely used but staunchly defended as one of the most promising of the devices.
 6. *Six-man football*: Enthusiastically received and considered to be rapidly coming into extensive use.
 7. *"Mother-School" plan*: Not extensively used but valuable where conditions are favorable.
 8. *Consolidation of schools*: Enthusiastically received except in two North Central states bordering on Canada. There hard winters with snow-blocked roads make transportation difficult.
- The results for this part of this study are not extensive enough to draw reliable conclusions. About all that can be said is that the various devices are actually in successful use at least in some places and are defended as better than conditions would be without them.

What Are Training Institutions Doing?

It seems desirable to have some information for the country at large on what train-

¹Abstract of an address before a discussion group of the American Association of School Administrators, March 1, 1939, Cleveland, Ohio. The author is superintendent of schools at Lead, So. Dak.

ing institutions for teachers and school administrators are doing by way of preparing personnel especially for service in smaller schools. Two questions were placed on the questionnaire to the state high-school supervisors to get information and reactions.

The first question asked for the percentage of teacher-training institutions in the state offering training specifically for teachers working in smaller schools. For 7 out of 25 states the reply was that all are doing this. For the rest the reported percentage varies from zero to 50 with the typical answer being "none known."

The second question asked about special training for school administration in smaller schools. Out of 25 replies 14 reported that all institutions did this. Only 4 reported no training of this kind and the typical reply was that all did.

From these data it would seem that the need at least for specially trained administrators for smaller schools is being recognized and is beginning to be provided for. This is indeed hopeful information.

By Way of Conclusion

City schools for the most part have power and wealth enough to solve their own educational problems. Open-country schools are given much consideration in state and county school administration even in areas where the county unit is not used. The open-country schools also receive the support of special departments in big universities and of experts in the U. S. Office of Education.

Between the schools of the open country on the one hand and the schools of the real cities on the other are the schools of 16,500 communities that range in population from 5,000 down. These "in-between" schools have up to now received little or no special consideration. They are not in the open country and they are not in the cities. Consequently they have been largely ignored by the nation-wide movements for school betterment. It is high time they received adequate help.

In these more than 16,000 communities are the high schools which are the educational terminals for most of the leadership of the rural America of the future. For the past few years we have been talking about these smaller schools and in places something is being done about them. It is now time for nation-wide movement in their behalf. Two



The Hutchinson, Kansas, Board of Education. The above shows the members of the board in their new chamber located in the administration wing of the junior college. The persons shown are from left to right: Bert Mitchner; Superintendent J. W. Gowans; E. E. Bloom; Dr. J. J. Brownlee, chairman; J. E. Geyer, clerk; N. N. Kline, and Lee Detter.

agencies are available for promoting such a movement. One is the Office of Education. The other is the A.A.S.A.

The objectives of a nation-wide movement in behalf of smaller schools might be something as follows:

1. Arouse the potential agencies in every state that might help with these problems, including the training schools for teachers and those for administrators. Stimulate their leadership in helping to solve the problems of smaller schools.

2. Promote the further extension of the consolidation of schools and the transportation of pupils to sizable school centers in all places where the topography, the density of population, and the climate are favorable.

3. Promote further the enlargement of school units of administration and support wherever and however what can be done without destroying the feeling of civic identity and pride in smaller communities.

4. Promote the extension and supplementation of the seven devices presented in this discussion to the end that they may be improved and more widely used as means of bringing richer offerings to the children of our great host of smaller communities.

back, and the view of the track was unobscured both ways. Straight into the path of a moving engine it went with dreadful loss of child life. . . . A school bus failed to stop at a crossing and crashed into the side of a passing auto, killing two people who were riding in it. There were no fatalities among the children, though several were severely bruised and shaken up. . . . A school bus discharged a boy from the rear. He ran out from behind it into a moving car, which killed him instantly. . . . A school bus collided with a truck, three losing their lives in the crash. . . . A boy rode on the fender of a school bus. He fell off as the bus took a curve. His leg was so severely crushed as to require amputation. . . . The rear door of a bus came open while traveling at a moderate rate of speed, causing severe injury to four pupils who fell to the pavement. . . . A truck sideswiped a school bus, knocking to the ground a school boy, who was riding on the running board of the bus. His right limb was amputated to save his life. . . . A school bus loaded with a basketball team and other pupils, who had been to a neighboring community to play ball, overturned just before midnight after running into a bridge abutment. Two were killed and eight were badly injured. . . . A school bus backed over the sloping edge of a hill near its foot. Fortunately no one was fatally injured, though the truck was almost a total loss. The accident was attributed to faulty brakes. . . . A school bus entering a town in which was located a consolidated school, to which were transported pupils from the near-by countryside, on turning a corner crashed into a trolley. Several children lost their lives. After due investigation the cause of the accident was listed as "locked steering wheel." It was noted in the report that the mechanism of this bus had not been checked over by a competent mechanic in four months.

The Element of Safety in School Transportation

J. C. Mitchell¹

The consideration of the element of safety emerges into the foreground and the duties of drivers become more significant when note is taken of the reports which appear in the daily papers regarding school-bus accidents. While some of these are minor with little or no serious damage done, others are harrowing in the extreme. Sometimes the citizen is shaken from his complacent attitude "that it can't happen here" on finding that his neighbor's children, or perchance his own, have been victims of bus accidents. He then arises in his might, seeks a thorough investigation, and justly demands that something be

done about making school transportation safer. In the following paragraph are summarized ten accounts of accidents which, in part, illustrate the need for greater safety for the youth of our land who ride the buses daily to and from school.

A school bus loaded to the guards, with pupils returning home from school, skidded on the slick highway, crashed into a telephone pole, and killed one girl, a senior. An investigation showed the driver was coasting down a grade at an excessive rate of speed and that the bus was packed with children far beyond its normal capacity. . . . A bus filled with school children drove on the railroad track without stopping, although warning signs were plainly displayed at least fifty yards

Responsibility for Safety

In the consideration of safety in the operation of school transportation, it is well to keep in mind that it is possible to reduce to a minimum the accidents that occur on the road during each school term. The fact that a wide variation from year to year in the number of accidents occurs in the same situations, and that the mishaps range in certain localities from none during a given period to an alarming number, suggests that something can be done. The building up by those in authority of a sense of responsibility and an acute desire on the part of drivers, for a nonaccident record should go a long way toward providing security for children. In some cases due recognition is taken by the

¹Superintendent of Schools, Murfreesboro, Tenn.

school boards and the superintendents at the end of the year, of the record of those drivers who have had no accident, and appropriate citations are given those whose records are clear for the previous five or ten years. This exalts faithful service and builds into the drivers a sense of pride, which in itself is an assurance of well-placed confidence, the net returns from which are surely cumulative.

The responsibility for safety does not rest alone upon the drivers. There are outside conditions which must be met and hazards which should be removed by the community. Parents should seek as objectives, for instance, the removal of sharp turns in the roads, unprotected grade crossings, insecure bridges and culverts, inadequate traffic laws, and dangerous road beds. The traveling public should be required to add its contribution by always coming to a complete stop behind buses from which children are being discharged, by exercising greater care when passing these buses on the road, and by reducing the speed of their conveyances in accordance with the law when in school zones. The school boards may make their contribution by refusing to operate buses when, after examination, they are found inadequate or unsafe. They may place a ban on those which do not meet the requirements set up by commercial operating companies and approved by the general public for commercial transportation. They may refuse to contract with those who offer buses already condemned by the State Transit Commission or to accept for service conveyances lacking in safe structural design and workmanship.

Removing Driving Hazards

There are many encouraging signs that definite improvements are being made in these and other related aspects of the problem. Parents in some sections are no longer willing to accept transportation contracted for by the board of education which does not insure safety for their children. They are outspoken and determined in their views. Many instances are on record where they have secured substantial improvements in roads, bridges, and grade crossings on school-bus routes. The traveling public, it is believed, is coming more and more to understand that a degree of responsibility is theirs in protecting school children on the highways. Boards of education are contributing to this awareness by requiring the words *School Bus* on the back of each bus and by painting everyone operating in a given area the same color. Probably the time is not distant when a uniform color will be used throughout the nation and operators will be required by law to conform to this regulation.

In the face of the accepted nation-wide practice of commercial bus companies against the employment of minors as drivers and the legal enactments against the use of youth in this important position, believe it or not, the employment of minors as school-bus drivers is specifically authorized by statute or regulations in nineteen states, and is permitted in sixteen others. A study of these laws shows that in practically every one of these states no minor can legally operate a licensed passenger bus or taxi. A violation of this law carries a penalty sufficiently severe to curb attempts to set aside its provisions. Even if the statutes permitted this hazardous practice by licensed commercial companies, it is safe to assume that the people themselves in the areas affected, would not allow such to go long unchecked. This assumption is based upon the desire for the



Board of Education, Fergus Falls, Minnesota. Reading from right to left: C. J. Wittbecker, President; A. A. Vollbrecht; Mrs. F. C. Barnes, Clerk; Dr. V. J. Eastman; Dr. A. L. F. Waylander, Treasurer; James Eriksson, Vice-Chairman; L. H. Dominick, Superintendent.

utmost safety for those who travel in these conveyances. Out of this consideration comes the question: "Is the life of the adult who travels in commercial bus or taxi more precious than that of the child who daily is entrusted to the school-bus drivers to be transported to and from school?"

Signs of Improvement Noted

It is encouraging to note the signs of improvement in attitudes toward safety as they appear in the daily press. Recently one school district reported an average of seventeen buses in daily use for ten years with no accident to a child. The *New York Times* not long ago recorded that in New York State there had been only nine school-bus accidents in four years. One southern county transported 2,000 pupils daily for nine months last year without an accident. Six states had no school-bus accident within their borders in 1937. One state reported 125,000 pupils transported 10,000,000 pupil-miles without a fatal accident. While these records are encouraging they do not tell the whole of the story. They clearly furnish a degree of inspiration to boards of education and to the public and indicate some of the desirable outcomes of a program of safety, the responsibility for which rests primarily on those who have the general direction of the schools.

The key to successful transportation of pupils is in the hands of the driver. He must be a responsible person. Anything short of this is criminal. Lives and property are at stake every hour he is on the road. This twofold obligation must be met constantly. Else he has no claim on his job and should be replaced without delay. To safeguard the interests of everyone, the credentials of those who would seek the position of school-bus operators may well be examined with a critical eye. No one should be employed without a personal interview. It has been said that "Safety calls for safe drivers. The personal equation cannot be ignored." Mature judgment in driving, with rare exceptions, may be expected from mature men. Though maturity of judgment does not always come with years it is always safe to set the minimum age for drivers. Commercial bus lines everywhere observe this with scrupulous care. Those who have the oversight of pupil transportation cannot afford to do less. Approached from the scientific side, laboratory tests in a number of cases have shown commercial bus companies that brake reaction and bus control in mature men and women are more accurate than in youths. This adds further emphasis

to the assumption that bus driving is a man's job and should be so regarded wherever children ride to school. It is not too much to require school-bus operators to be at least twenty-one years of age and not over sixty-five, that they shall annually present a physician's certificate showing their physical fitness, and that they shall have had one year of driving experience. This certificate should show that the applicant has normal eyesight and hearing, that he is free from communicable diseases, that he does not use intoxicants or narcotics, and that he is physically able to handle the bus. This certificate should be required as a prerequisite to the issuance of a driver's license and should be filed with the application for the same.

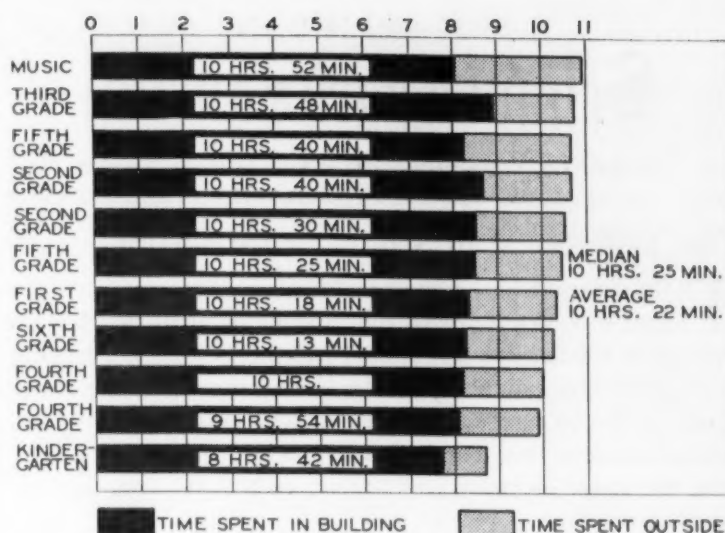
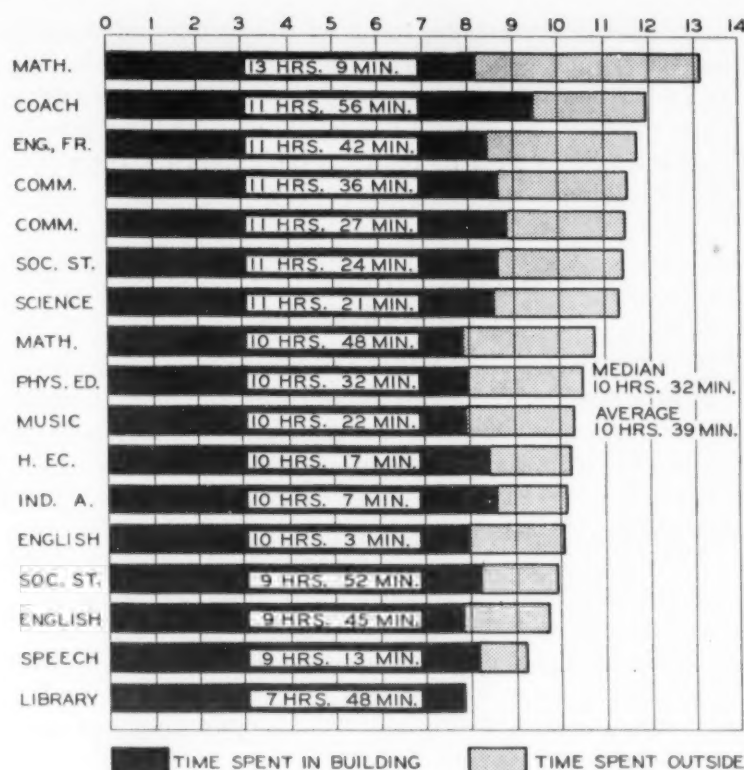
Licensed Drivers

One of the safeguards is an examination for all who seek the job of school-bus driver. This should be followed by the granting of a license to those who meet the test. The license should carry the provision that it may be revoked for cause. Among the standards set up, good health, good character, dependability, and successful driving experience should have first consideration. The license should be renewed from year to year when drivers maintain a good record and when they continue to meet not only the general standards but the more specific and detailed requirements made by the school units. Though this idea for securing better type of men and service, may be new in some sections and may be thought a trifle radical, it is well to call attention to the fact that the plan has passed the experimental stage and that some type of license for school-bus drivers is already a requirement in eighteen states.

In many cases the best men available have not been employed by boards of education. This is especially true where they have had relatively small funds for this purpose. The remuneration has not been sufficient to secure the services of drivers drawn from the higher brackets. Again, boards of education have resorted to sharp practices in employing operators, by letting the contracts to the lowest bidders, without due regard for the qualifications of the applicants. There is ample evidence that relatives, friends, and political associates of board members have been awarded transportation contracts, and that they have not been held to a proper accounting for the obligations that go with these jobs.

The drivers of school buses are gradually

(Concluded on page 111)



(Left, Graph I) This represents the average time spent by the teachers in the high school on school days. The heavily shaded areas represent time spent in the school building; the light shaded area the time spent in school tasks at home.

(Above, Graph II) This represents the total average time spent on school days in school tasks. The heavily shaded bars represent time spent by elementary teachers in the elementary school buildings; the light shaded areas time spent at home in school tasks.

The Teacher's Time Clock

R. R. Brock¹

How long is a teacher's working day? In response to this query it is sometimes naïvely suggested that the task of those engaged in instructing the nation's youth in our elementary and secondary schools permits a time schedule lenient beyond the dreams of organized labor. While this observation is now pretty generally conceded to be no more than a casual opinion advanced by the loquacious dilettante, it never fails to provoke an immediate and heated denial from those who speak in the light of experience.

Aware of this point, and seeking an accurate answer to the question, the writer recently made a study of his own teaching staff in the elementary and secondary schools of the Liberty public schools. The survey may in general be accepted as that of a typical situation. There is certainly no reason for regarding it as unique. The Liberty Junior-Senior High School, with an enrollment of 450 pupils, employs a staff of seventeen teachers. The principal was not included in the study. Conclusions were drawn from the teachers' daily time chart where hours spent in the school building were recorded, and from a detailed questionnaire in which each teacher designated the time spent daily on schoolwork outside the building. The teaching schedule provides for six daily periods of sixty minutes each. For approximately thirty minutes of each period the teacher is engaged in active instruction, for twenty-five in supervising classroom study. The program of extracurricular activities is no more elaborate than in the average school of similar size. Dramatic and forensic preparation, music, and athletics always represent an inestimable overtime demand upon the teacher. Little reflection is

needed to establish the fact that it is as impossible to predict or limit as it is to measure the actual amount of time devoted to the problem of continuous planning that is indispensable if efficient teaching is to be achieved during school hours.

Graph I. The first part of the study, that representing the time spent daily by high-school teachers at work in the high-school building, was determined by the average taken from a daily record where entries were made each morning and afternoon.

A maximum daily estimate of nine hours and twenty-six minutes checked against a minimum of seven hours and forty-five minutes provided a daily average of eight hours and twelve minutes.

This is, of course, only a fractional part of the teacher's day. While time spent does not necessarily have a direct bearing upon efficiency, it is the rare teacher indeed who can conscientiously call the day's work done the moment she clears her desk and checks out in the afternoon. The questionnaire disclosed that this same group of teachers spent an average of two hours and thirty minutes on schoolwork after leaving the building. The maximum reported was five hours.

Considering the data in terms of total time of employment, the accompanying graph declares an average working day of ten hours and thirty-nine minutes!

Graph II. A corresponding study carried on in an elementary school with an enrollment of 350 pupils and a staff of eleven teachers presented strikingly similar findings. It is interesting to note that the average taken from the daily time chart in the elementary school was eight hours and sixteen minutes as compared with the secondary teachers'

average of eight hours and twelve minutes. No individual elementary record, however, reported so much time as the maximum secondary record, eight hours and forty-eight minutes being the longest time spent by any elementary teacher. The minimum was also slightly lower than that of the high-school teachers.

Elementary teachers spend each day an average of thirty minutes less than secondary teachers outside of school. The reports showed a variation from a maximum of two hours and forty-five minutes to a minimum of one hour. The average day for the elementary teacher is then ten hours and twenty-two minutes.

Thus do school teachers work the equivalent of the forty-hour week accepted by organized labor with something like twelve hours to spare. The maxim of Saturdays free from work so rigidly observed by labor unions has only a mythical place in the teacher's schedule.

The project was undertaken in a spirit of neither reform nor defense. It embodies simply a personal observation on a subject of timely significance.

A MISTAKE IN EDUCATION

A mistake in our education is that democracy has been considered an end. It is merely a means, a piece of machinery to achieve the end—human worth, human dignity or personality.

Government must not be something to kowtow to. Government is for the people and the persons in charge are public servants. The individual is the test of the community and of the government. If we accept this reasoning, then Fascism, Communism, and Nazism become absurdities.—Edward A. Fitzpatrick.

¹Superintendent of Schools, Liberty, Mo.

THE AMERICAN School Board Journal

Edited by Wm. Geo. Bruce and Wm. C. Bruce

The Sensational in School-Board Deliberations

THE citizen who secures an election as a member of a board of education with the thought in mind that he can excel as a reformer and rebuild a school system usually meets with disappointment. He may feel that there are many things in the management of the schools that are wrong and subject to correction, but the closer he gets to the true situation, the more he must realize that radical reforms are not possible.

At least the sensational does not come within the province of school administration unless some immoral or criminal act is surmised or discovered. And even here the thoughtful school administrator will strive in the interest of a pupil constituency to suppress the voice of scandal where a question of morals is the issue. In a case of defalcation on the part of a school official publicity seems unavoidable.

An interesting case has arisen at Minneapolis. A member of the board of education of that city created a sensation when he demanded the resignation of the president, of five members of the board, and of the superintendent for alleged serious wrongdoing which for the time being he would not divulge. The case was so serious, he stated, that grand jury investigation, was warranted, and that he had preferred his charges to that body.

The question which arose in the minds of the board members and the Minneapolis citizenship in general, was whether the charges should not be submitted to the board of education, before resorting to the grand jury. And here the assumption must be that any member of a board of education accused by a fellow member must be judged by that body as to the foundation for the accusation and the question of a criminal act. In the Minneapolis case, the grand jury, after exhaustive hearings, held that the charges were in the main based upon street rumors and loose gossip, and exonerated the board of education.

Some few years ago, a member of the board of education in another midwestern city made a serious charge against a fellow member and urged an inquiry. It soon developed that the charge rested upon misinformation and was entirely unfounded. Explanations and apologies followed and a sensation was avoided.

It is a hazardous undertaking to rush into innuendoes and charges before the true facts are known. Hasty action may lead to embarrassing situations. Besides, common decency would demand that a member of a board of education confer with his associates in any matter affecting the prestige and good name of the collective body before shouting from the housetops the shortcomings of a fellow member. There are those on boards of education who are too eager to engage in whispering propaganda, through sensational departures and dramatic action in their public deliberations.

The precincts of the board of education are not suited to members who are eager to win a place for themselves either

by whispering propaganda or by sensationalism and dramatics in their public deliberations. The man who attempts social and educational reform as a means of political skyrocketing lacks sincerity and honesty of purpose. He should be returned to private life, unless he redirects his efforts for the welfare of the children.

The Chicago Proposal of a "Super" School Board

THE members of the board of education of Chicago are appointed by the Mayor and ratified by the city council. The appointments made in the past have not always proved satisfactory to the public. Political control has been charged against the administration of the Chicago schools and history records some depressing episodes.

At the recent spring mayoralty election the school question came to the surface and became a matter of discussion on the part of the press and public. A thoughtful citizenship wanted to know what the mayor-elect would do about the appointment of members of the board of education. It had awakened to the fact that a school system, in order to function properly, must be free from political logrolling.

Mayor Kelly, who was re-elected, recognized during the campaign the appeal of the citizenship. Realizing that the creation of a board of education, left exclusively to the Mayor and the city council, is not wholly satisfactory, he proposed an innovation which is believed to make for a better day for the Chicago school system. The Mayor has appointed an advisory committee of citizens of unquestioned character and ability to aid in the selection of school-board timber. This committee will have the power to approve or reject the Mayor's appointments. The committee is representative of the leading civic, commercial, labor, and educational interests.

The departure is decidedly in the direction of overcoming the weaknesses which have attached to the appointive system in creating boards of education. The larger centers of population in which the appointive system prevails may keep an eye on the Chicago experiment and profit by the same if it realizes its objectives.

Some Spring School-Board Elections

IN contemplating this year's spring school-board elections, as carried on throughout the United States, it once more becomes apparent that the citizenship attitude on the public schools is well reflected in the interest manifested in choosing members of boards of education. If these school elections have differed from those of former years, it is because the voting public has become more discriminating. The taxpayer who finds it harder to raise his dollar for the maintenance of the schools is more inclined to scrutinize the one who is to spend that dollar.

On the other hand, the citizenship has offered more candidates for school-board honors and has conducted the school elections with greater zest and enthusiasm. While there are always aspirants who are actuated by selfish motives, it must be said that the greater number realize that a school-board membership affords opportunity for a civic service of high order. While there are communities which manifest an

apathetic attitude in that no outstanding men seem ambitious enough to become candidates for school-board service, there are also those that carry on an intensive campaign with a long list of worth-while candidates.

An important midwest city has presented a peculiar scramble for school-board honors. A primary campaign began with a list of 102 candidates which, through a process of self-elimination, was reduced to 74 candidates. An analysis of this list brought to the surface the fact that many of these were unworthy of consideration. The law providing a remuneration of \$50 per month became the real incentive to serve the cause of popular education. Only five were to be chosen.

In the absence of a citizens' committee to scrutinize the list of aspirants and through a process of elimination remove therefore all those known to be unfit, it remained for two enterprising and fearless newspapers to present five names for the voting public.

The lesson afforded here is that the elective system employed in the larger communities for choosing board members must receive the scrutinizing care of an unselfish and high-minded citizens' group and of a progressive and courageous public press. Another lesson to be drawn from a wholesale scramble for school-board honors is that candidates prompted by a money consideration rather than by an ambition to render a public service, must be promptly eliminated.

Periodical Textbook Controversy

THE school-textbook question arises periodically here and there and gives cause for more sensational newspaper publicity than is given to any other phase of American school life. A state board of education, or a local school board, has made an adoption of textbooks. New books will take the place of old, and the parents are called upon to pay the bill. The editor who comments on this official action is sure to be on the side of the taxpayer and school patron who oppose the change.

Many of these textbook changes attract no public attention. They are conducted in an orderly, businesslike way and are made in the interest of the schools. In a world of changes it is more than likely that textbooks become obsolete. The author must revise his book in order to keep abreast with a changing world. The educator knows this; the newspaper editor ought to know it. The average citizen does not; and the politician will never know.

Thus, semi-occasionally there is an explosion. Textbook changes are challenged. They involve an expenditure of money. The integrity of those who have the authority to order changes may be questioned. The usual contention is that textbook changes are engaged in more frequently than is necessary, that the price exacted is higher than that paid elsewhere, that the contracting powers are in connivance with the publishers, that somebody is profiteering, etc. Suspicion is aroused; scandal is implicit; investigations follow. And when all is said and done, sensational charges fade into thin air. No particular wrong is found, and the new textbooks are bought and used.

In former years, textbook adoptions, both city and state, were at times vigorously fought by agents of publishing houses. Some of these employed political influence and went to the extreme in their attempts to win an adoption. Business rivalry ran riot, and the educational publishing houses did not always

come out of a book fight with a high respect on the part of public opinion.

During the past decade or two, textbook scandals have practically disappeared. The abuses of a past day have been largely eliminated. The school authorities entrusted with the adoption of school textbooks now proceed with greater circumspection and with a more intimate knowledge of the task before them. The representatives of the book publishing houses, too, are more tactful and cautious in pressing their cause.

In the State of Indiana the State Board of Education recently adopted a series of textbooks. Immediately, the question was raised whether the change was necessary. Some editors thought it was not. But a storm of opposition breezed through the press with statements intended to arouse the wrath of the taxpayer. The following paragraph illustrates the serious charges made for which it would be difficult to find proof:

"So we find ourselves under the blight of excessive schoolbook purchases made at swollen profits and high prices by politicians. We find scandal created by schoolbook contracts obtained by a relative of a political boss, acting as 'sales agent' for a book company. We find school patrons compelled to pay high prices so that schoolbook peddlers may grab a double profit. Where other states restrict schoolbook profiteers to 10 per cent, we bestow 20 per cent."

To hold that editorial comment such as is contained in the foregoing paragraph is warranted would be to misinterpret the psychology which runs through textbook squabbles. It may or may not be true. The chances are that it is not true.

The fact is that practically without exception the school authorities entrusted with the selection and adoption of textbooks are honest, that they are eminently capable, and that they aim to serve the cause of education as they see it.

Questionable Local School Finance

THE public debt of states and local communities would be raised enormously if the outstanding accounts represented by school warrants, tax-anticipation notes, and unpaid bills of local and county school boards could be determined. In a real sense, this hidden debt partakes of the nature of the debts of socially incompetent families and individuals, who are just beyond the reach of the sheriff if they are not already on public relief.

While it is true that the financial problems of all school districts have been vexatious in recent years, it is inexcusable for school boards to go on year after year adding to the outstanding indebtedness in the form of warrants and unpaid bills. The funding of these current expenses in long-term bonds is little short of disgraceful, and the willingness of local banks and bond houses to encourage such unwise public financing represents a lack of regard for public welfare that is astonishing.

There can be no objection to the reasonable deferral of payment for necessary supplies, equipment, and teaching services where these can be paid within a given tax period. Beyond such reasonable limits the solution of the problem must be an increase in taxes. School boards must face this difficult truth.

The states will be fully justified in legislation which prevent gambling with the phantom uncollected tax dollar and which will gradually place all current school costs on a cash basis. Several states have taken such action to their lasting advantage.

A School Cafeteria That Pays Its Way

One of the problems in the school administrative field is how to make the school cafeteria serve the students and at the same time pay its own way. The cafeteria in the junior-senior high-school building, in Glen Ridge, N. J., came into prominence in June, 1938, 'because it showed a small profit for the year. With the exception of the cost of equipment, the school lunchroom is self-sustaining, including the paying of the director's salary.

Elizabeth A. Mortimer, chairman of the cafeteria committee of the Glen Ridge High School, speaking recently on the subject of the cafeteria before the American Home Economics Association, in San Antonio, Tex., described the work of the cafeteria and how it has been able to operate at a profit. She said:

"The cafeteria was started in April, 1925, to provide the pupils with a light lunch of sandwiches, soup, and milk. Mrs. Marion G. Blake, a graduate dietitian of Pratt Institute, was named director, and under her supervision equipment was purchased and the old gymnasium converted into a lunchroom. It soon became evident that more substantial food was in demand and with some slight addition in equipment the service was expanded. Today about 450 students are served a hot meal every day. Though the room is fairly large, its equipment is not as up to date as that to be found in many schools today.

"The idea since the inception of the cafeteria has been to make a balanced meal available, at a cost of 25 cents, and to do this without profit or loss to the board of education. During the year ending June, 1938, a profit of \$60.13 was made. This was accomplished by an improved cost accounting system, simplification of dishes served, and an increased unit of sale.

"In Glen Ridge we have a small student body, with 323 enrolled in the junior high school, and 310 in the senior school. About 50 pupils living near the school go home to their lunch. Approximately 450 trays are served each day, including 150 plate lunches costing 10 to 15 cents each. This number increases to as high as 250 when something popular is served. Vegetable plates are popular with the students, and spinach and carrots are favorites on plate combinations. Vegetable soup is the supreme favorite in the soup line. Chocolate milk outsells other beverages two to one. Children who bring their lunches from home usually supplement it with soup, milk, ice cream, etc. The lunchroom has a seating capacity of 250, which means that the students must be served in three groups.

"Last year, an improvement was made by advancing the seventh-grade lunch hour so that the younger children might have the lunchroom to themselves, thus making it possible to encourage them in better food habits. With the younger children, greater success in directing the selection of good lunches has been attained by grading each tray by means of different colored slips.

"The employment of workers is entirely in Mrs. Blake's hands. A staff of four full-time and one part-time worker is maintained, and student assistants work during the hour and one quarter that lunches are served. A general cook and assistant prepare the hot dishes, a pastry cook acts also as a general worker, and

the woman who prepares the salads helps out with the general work. A dishwasher rounds out the general staff. Of five pupil workers employed, one serves ice cream; one waits on the teachers in their dining room; two wash dishes, and one serves as cashier. The student assistants are paid 20 cents a day for lunch, plus \$1 per week, which has proved more inspiring than giving them lunch and no money.

"A cost accounting system, devised by Mrs. Blake, has proved very successful. The food service is divided into four departments, with one of each of the full-time workers responsible for the preparation and sale of the food under her care. The director records on typed sheets the number of portions of food prepared for each day's consumption, adding any specials that may have been made. As soon as the lunch is over, the director records the number of left-over portions. Then, from each girl's sheet, there is compiled a daily record, which shows the number of portions of each food sold. Thus, there is possible a check on the amount of left-over food, the

popularity of the dishes, and an inventory of perishable food on hand.

"The cafeteria welcomes suggestions from pupils, teachers, and parents concerning the operation of the lunchroom. Parents are encouraged to have lunch at the school. During the fall and winter months, there are class teas for the mothers, given by the Home and School Association. At these teas, refreshments are served, and the director gives a talk to the mothers and answers questions. The mothers are referred to the menu board to observe what is to be served the following day.

"The cafeteria maintains a practical book-keeping system, prepared and set up by the school auditor and the lunchroom director. The system is successful in showing how much money is spent for salaries, how much for general expenses (gas, supplies), laundry, paper, meat, vegetables, groceries, bread and crackers, ice cream and candy."

The director co-operates with the chairman of the cafeteria committee and keeps the board informed on the status of the lunchroom at all times. For the first few months of 1939 the lunchroom has kept out of the red and is financially on a high standard of excellence.

Are Superintendents Polite?

Ford B. Wycombe

After attending three of the conventions of the Department of Superintendence and the American Association of School Administrators, the writer each time came away from the meetings with an irritation over the discourtesies and rudeness exhibited by large blocks of our supposedly best educated citizenry. If the students in the school systems administered by these superintendents attempted half the inanities actually displayed on the Auditorium floor by school executives, such students would be summarily expelled and sighingly called "incorrigibles."

At every general session of the Cleveland convention administrators could be spotted all over the floor reading their newspapers. On Wednesday morning—the morning after the night before—fifteen minutes after the program was supposed to begin, there were less than fifty people in the vast auditorium. Of these fifty or less, three fourths at least were reading their morning papers during one of the finest exhibitions of mass singing that I have had the privilege of hearing. Would you blame the youngsters of the Cleveland schools if they wondered just a little bit about the manners of so-called well-educated men and women? This reading continued during the talks of the sessions. Granted that some of the talks were very uninterestingly presented, after all it is hard to find an outstanding educator on the frontiers of thought who is also a good speaker. But some of the thoughts they had to present certainly merited the close attention of the listeners. Instead, however, in any number of instances the superintendents would come in late, open their newspapers, and as soon as the papers were read, get up and go out. If a student in school did that, he would be severely reprimanded.

And how these men would go out! They would gradually pick up their belongings, creating as much confusion around them as possible, slowly arise, meander along the middle aisle toward the back, wave freely at

friends as they moved along. If a friend sat close enough to the aisle, they would go up to him and chat for a few minutes. All this while the speaker on the stage was endeavoring to present what he had to say. Probably the worst instance of this sort of thing was the night of the Exhibitor's Entertainment. Granted that the program reached an inordinate length due to exhausting speeches on the parts of Dr. Payson Smith and Superintendent Stoddard, which in other circumstances would have been excellent, more than half of the vast audience got up and walked out while one of the best of little symphony orchestras was playing a selection. If these people had been paying from one to three dollars to hear the program that night, there would have been no such inattention or lack of courtesy as was most conspicuously displayed.

Even the officers of the Association were accorded scant courtesy. At several of the general meetings the president was unable to make himself heard, even over the loud-speaking system, at the close of the meeting. And on Wednesday night when the vice-president took charge of the program the audience was positively rude to the presiding officer during one of the too long introductory speeches.

At times, although seldom, there was enough of an audience so that it became necessary for the rows of seats to be filled in the middle as well as on the end. Instead of sliding toward the middle of the row as occasion demanded, the administrators would come in, sit in the end seats, and display all sorts of annoyance if other individuals had to crawl over them in order to get to the inside seats.

These are but a few examples of the lack of courtesy shown by the members in attendance at the Cleveland convention. The writer would like to suggest a few changes in the

(Concluded on page 62)



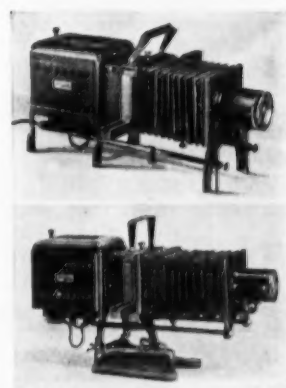
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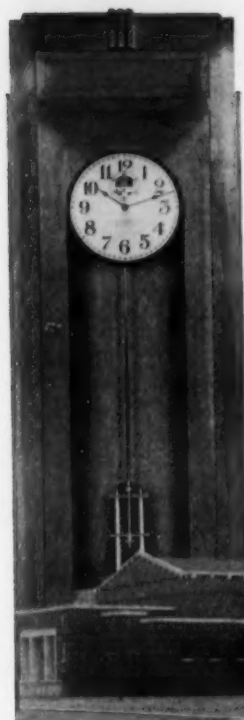
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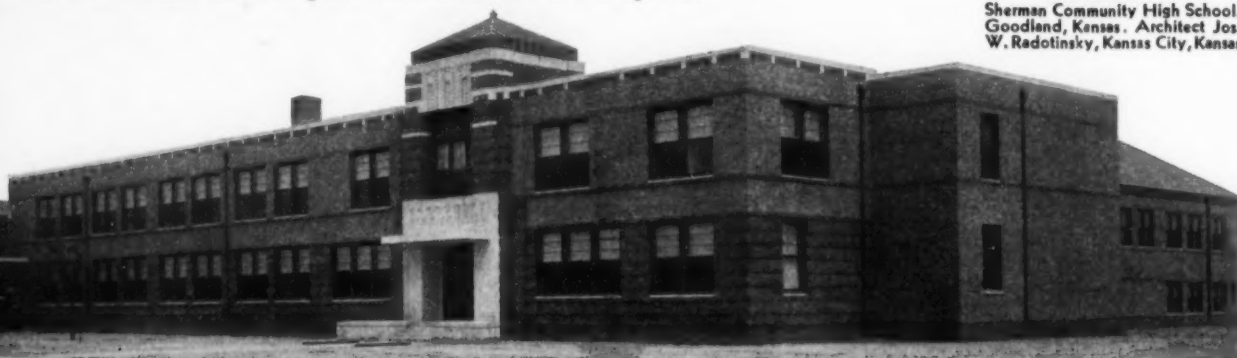
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ARE SUPERINTENDENTS POLITE?

(Concluded from page 60)

program which might help to avoid the causes for such discourtesy. Some of these are:

(1) Strictly limit the speeches to 40 or 45 minutes in length; (2) emphasize to the speakers the importance of presenting their thoughts without the use of manuscripts; (3) present such fine musical programs at a time on the program when more of the administrators can hear them; (4) have a few minutes of group singing or some other exercise between speeches so that the audience would have an opportunity to stand and stretch; (5) avoid conflicting meetings during the time of the general sessions.

It is the hope of the writer that this little outburst will help school executives be a little more considerate when next they attend a meeting where their actions so greatly influence the thinking about educators. Said one of my friends, a resident of Cleveland, who attended one of the sessions with me: "Those superintendents and principals have poorer manners than the worst of my youngsters."

MICHIGAN SCHOOL-BOARD MEMBERS SEEK MORE AID FOR SCHOOLS

School-board members of Michigan, at their annual meeting in Lansing, March 16-17, voted to enter upon a campaign to obtain greater state aid for public schools. Dr. A. J. Phillips, executive secretary for the Michigan Education Association, warned that a constitutional amendment to grant school aid a prior claim on the state treasurer would be advanced if adequate state aid were not forthcoming. Dr. Phillips declared that if the present taxes were adequately administered and adequately collected, the state would have enough money for all its services.

He referred to a reported leakage of \$15,000,000 in sales-tax collections.

The board members were urged to influence the legislature to approve a deficiency school aid appropriation of \$2,500,000 for the remainder of the current fiscal year.

Attorney General Thomas Read, in an address, declared that "the civil service law now in effect is no good. You elect men to office and then let the civil service take all their power away." He declared that there is no room in America for the un-American pressure groups who aren't willing to trust the people.

In its resolutions, the Association urged that the legislature provide \$90,000,000 in state aid to public schools for the next biennium, proposed a request for state aid in the amount of \$45,000,000, asked the passage of legislation making it possible for school districts to meet their "serious" building problems, urged restoration of cuts made by the former governor, and demanded the adoption of a constitutional amendment to the 15-mill limitation to extend the present five-year bonding period to fifteen years, and asked legislation to permit school boards to borrow up to 25 per cent of their operating budgets without permission of the state loan board.

The Association closed its meeting with the election of officers for the next year. The following were elected: H. Franklin Donner, Garden City, president; George T. Cantrick, Monroe, first vice-president; George Robert, Hancock, second vice-president, and the following to the board of directors: C. H. Runciman, Lowell; Arch Marshal, Bear Lake; Arthur Valade, River Rouge; J. W. Stallard, Dearborn; Harold McB. Thurston, Muskegon; Ray Williams, Standish; R. D. Engel, Petoskey, and Dr. C. A. Mitchell, Benton Harbor.

TEACHING OF DEMOCRACY

The board of education of New York City has adopted a resolution urging that all schools, through their assembly exercises, seek to promote

American ideals of democracy, tolerance, and freedom for all men. It is the purpose of the school authorities to select the best of the programs, devices, and procedures thus far developed and make them available for wider use. To this end, principals of elementary and high schools are required to report to their respective district superintendents, the number of programs held, the character of the classroom procedures, and any other procedures or suggestions which may be helpful in this work.

NORTH CAROLINA SCHOOL BOARDS WILL MEET

The annual meeting of the North Carolina School Board Association will be held on May 4, in Chapel Hill.

President H. E. Stacy will deliver one of the principal addresses on the topic, "The Responsibility of the School Board in Educational Progress." State Supt. Clyde Erwin, another speaker, will discuss the legislative action of the 1939 session, suggesting activities for the next biennium which may appeal to school-board members.

There will be a discussion period, to be in charge of six district chairmen. The program of the governor's Commission on Education will be presented before the association.

It is expected that fully 350 school-board members from all parts of the state will be in attendance.

ANNOUNCE KANSAS JANITOR SCHOOLS

The thirteenth series of the Kansas Janitor-Engineer Schools will be held June 5 to 9, in Wichita; June 12 to 16, in Topeka; June 19 to 23, in Fort Hays.

Mr. Laurence Parker, of the Kansas Teachers' College, Pittsburg, is director.

IOWA SCHOOL FOR JANITORS

The Iowa Training School for Janitors for 1939 will be held at Ames, Iowa, from June 21 to 23, inclusive.

Information concerning enrollment may be had from Mr. L. W. Mahone, care of the Engineering Extension Division, State College, Ames, Iowa.

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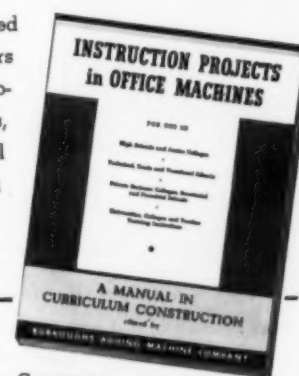


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School Law

Requiring Salute to the Flag

A Massachusetts statute requiring pupils to salute the American flag and recite the pledge of allegiance has been declared not unconstitutional as interfering with religious freedom.¹

State Has Power to Regulate Schools

The New York State court of appeals has ruled that the state has power reasonably to regulate all schools and to require the teaching of certain studies plainly essential to good citizenship and that nothing can be taught which is manifestly inimical to public welfare.²

State Not Liable for Torts of Agents

The New York County court has ruled that a "school district" is a governmental agency of the state possessing only delegated powers, and is not liable for torts of its agents unless such liability has been assumed or imposed by law.³

School-Bus Driver Not Liable for Death

A school-bus driver's failure to get out of bus after stopping it on a highway near the schoolhouse and his failure to watch and supervise the children emerging from the school yard did not warrant a jury's finding of his negligence in an action for the death of a schoolboy struck by a truck on the highway, under a recent decision of the Wisconsin state supreme court.⁴

A school-bus driver's violation of a Wisconsin state statute, by stopping a bus within the intersection of a highway and a town road, near a

schoolhouse, did not render him liable for the death of a schoolboy struck by a truck while running across the highway.⁵

Teacher Subject to Automatic Re-election

A Montana statute providing that after election of any teacher or principal for a third consecutive year, such teacher or principal is deemed re-elected from year to year thereafter in the absence of a notice to the contrary, means that re-employment under the same terms and conditions as the preceding year is in order.⁶

A Montana statute providing for automatic re-election of teachers after three successive years of teaching did not amend or repeal the previous statutes governing the powers of a school-district trustee and the closing of the schools, but merely means that any teacher for a particular school, who has been teaching for three successive years, must be employed, or the district must give notice to the contrary.⁷

Contract Void When School Is Closed

In Montana, where a teacher's employment contract provided that the contract would become void whenever the school is closed by the trustees because of disease or some other cause, the school district trustees had the right to close the school at which the teacher was employed because of an insufficient number of pupils, despite the fact that the teacher was eligible to automatic re-election after three years of employment.⁸

Free Transportation

A Minnesota statute providing that a school board may provide for the free transportation of pupils to and from a school at the expense of

the school district, provided funds are available, is considered merely permissive and indicates a measure of discretion.⁹

Board Has No Power to Contract for Transportation

The appellate division of the New York State supreme court has ruled that the board of education has no power to accept a proposed contract, or to make a contract for school-bus transportation in advance of authorization and an appropriation.¹⁰

Bus Contract Not to Lowest Bidder

Under a New York State law, a contract for school-bus transportation is not required to be awarded upon a public letting or to lowest bidder.¹¹

Parent Not Guilty

A New York State court has ruled that the parents of a 13-year-old girl, who refused to participate in a flag-saluting ceremony, may not be convicted of keeping the girl from attending school, because the parents had sent the child back to school after she was sent home for refusal to salute the flag.¹²

¹State ex rel. Klimek v. School Dist. No. 70, Otter Tail County, 283 Northwestern reporter 397, Minn.

¹⁰Application of Huntington Coach Corporation of Huntington, Suffolk County, 9 N. Y. S. 2d 403, N. Y. App. Div.

¹¹Application of Huntington Coach Corporation of Huntington, Suffolk County, 9 N. Y. S. 483, N. Y. App. Div.

¹²People ex rel. Fish v. Sandstrom, 18 Northeastern reporter, 18 2d 840, 279 N. Y. 523.

♦ The Oregon state legislature has enacted a law which grants to children attending private schools, the same rights and privileges as children in the public schools where transportation has been provided. The new law eliminates any discrimination among the school children of the state and is in line with similar laws already in effect in Indiana, Illinois, Massachusetts, Iowa, Kansas, New Hampshire, and Rhode Island.

¹Johnson v. Town of Deerfield, 25 F. Supp. 918, Mass.
²People ex rel. Fish v. Sandstrom, 18 Northeastern reporter 2d 840, 279 N. Y. 523.

³Kolar v. Union Free School Dist. No. 9, Town of Lenox, 8 N. Y. S. 2d 985, N. Y. Co. Ct.

⁴Svenson v. Van Harpen, 283 Northwestern reporter 309, Wis.

⁵Svenson v. Van Harpen, 283 Northwestern reporter 309, Wis.

⁶Moses v. School Dist. No. 53 of Lincoln County, 86 Pacific reporter 2d 407, Mont.

⁷Moses v. School Dist. No. 53 of Lincoln County, 86 Pacific reporter 2d 407, Mont.

⁸Moses v. School Dist. No. 53 of Lincoln County, 86 Pacific reporter 2d 407, Mont.

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New Books

The Seventh Yearbook of School Law

Edited by M. M. Chambers. Paper, 199 pages. Price, \$1. Published by American Council of Education, Washington, D. C.

This volume assumes exceptional interest in that it records some of the decisions of the higher courts on questions affecting school-administrative policies which have thus far been in a controversial stage. This does not mean, however, that the state supreme courts have been of one mind on like questions. While they are final in the respective states in which these decisions have been rendered, they differ and in a few instances are still subject to appeal to the highest tribunal in the land, the United States Supreme Court.

In cases involving the rights of pupils and parents there appears a divergence of decisions. For instance, the question of compulsory salute to the flag has come up in four states without reaching the same conclusion.

A religious denomination known as "Jehovah's Witnesses" adheres to tenets and teachings which forbid pledging allegiance to any form or power other than that of God. The courts of Massachusetts, New Jersey, and Georgia have held that the salute to the flag is not a religious rite and expulsion for refusal to comply was upheld. The expulsion of children from the schools for failure to salute the flag brought on the cases in question.

It becomes interesting here to note that a California court has taken the opposite position by holding that it is not a question as to whether the salute is or is not a religious rite, but "whether it constitutes an infringement upon the liberty of conscience of the person affected."

The court observed that: "The profession of one's religion is, as we understand, to be giving voice to one's belief, the form of worship to that which is outlined or specified in the rules or tenets governing the organization to which one belongs. Liberty of conscience goes much further, and under our constitution, so long as it does not interfere with the morals, peace, and the health of the public, it would appear to be controlling. . . . The record before us presents no question of morality; no question of peace; no question of health; no question of disobedience or improper conduct on the part of the petitioner."

Other questions involving the rights of parents and pupils have been adjudicated during the year. A Massachusetts court decreed vaccination as a condition to school attendance, a New York court held that a child cannot be compelled to attend school if it receives ample instructions at home, a court in Utah ruled that nonresident pupils must pay tuition if they want to attend a city high school, while a court in Iowa decided that a parent cannot compel free transportation if the home and the school are more than two miles apart.

The question of transporting pupils attending private and parochial schools has come before the courts of three states. The legislature of Delaware in 1933 appropriated funds for the transportation of pupils attending a certain private parochial school. The matter became an issue in the State Supreme Court, with the result that it was held that the appropriation was made in violation of the state constitution.

The higher court of Maryland sustained the constitutionality of a 1937 state law which provided the children of a school not receiving state aid with free transportation. The court regarded the accommodation of private-school children in buses in compliance with the school attendance law. "Stress was laid upon the argument that bus transportation protects the children from dangerous traffic hazards."

The New York Court of Appeals held that a similar statute in that state which authorized the use of public funds for the transportation of pupils to and from denominational schools "is repugnant to our fundamental law, unconstitutional, and void."

Among the more important developments of the past year are two decisions of the Supreme Court of the United States. One of these decreed that a state institution of higher learning must collect and pay the federal tax on tickets of admission to its athletic contests.

The second decision was to the effect that a state which segregates the white from the colored races must provide equal educational facilities for both.

Our Home

By James F. Waddell, Lois G. Nemec, and Maybell G. Bush. Cloth, 126 pages. Price, 88 cents. The Macmillan Company, New York, N. Y.

This supplementary reader for second-grade classes is a revision of the author's earlier book entitled *Home*. While the vocabulary comprises 333 words, it is considerably simpler than the original book.

Motion Pictures as an Aid in Teaching American History

By Harry A. Wise. Cloth, ix-188 pages. Price, \$3. Yale University Press, New Haven, Conn.

This extensive study sought to determine the educational values of motion pictures—particularly the Yale Chronicles of American Photoplays—for the development of accurate, lasting knowledge of history facts, skill in using these facts, and right attitudes based upon the facts. The author concludes:

"The motion picture is an instructional tool of tremendous power in the accumulation of knowledge and ideas and in the development of attitudes and appreciations. Because of its peculiar nature, that is, the unique quality of motion which it possesses, it contributes something to

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learning which is otherwise unobtainable. However, as a tool for history teaching it is not a method or an end in itself but a supplementary aid. The motion picture can never be more than a supplementary aid until the framework which links a series of historical incidents together no longer needs to come from books.

"The teacher's first task is the teaching of certain topics or units, and her second one the using of various teaching aids and devices. Since the motion picture merely supplements other methods it should be used only after a careful consideration of the subject matter and the objectives of the course. It is not a cure-all for all teaching ills. It is not self-operating and its use requires much time for preparation if it is to function effectively. Its use is limited in most schools by a set curriculum, limited finances, necessary adjustments to community opinion, and a too prevalent feeling that the introduction of new methods or techniques means a general upheaval. The teacher who is interested in making effective use of any type of visual aid does not need to assume that existing courses of study should be thrown aside and that new units should be built up around particular devices. The wise teacher will build slowly and laboriously upon conditions as she finds them. She will use every possible idea which she can find but she will adapt them to her own peculiar situation."

Heating, Ventilating, and Air Conditioning Guide for 1939

Vol. 17. Cloth, 1,160 pages, \$5. Published by the American Society of Heating and Ventilating Engineers, New York, N. Y.

A publication of service for the profession, containing a technical data section, a manufacturers' catalog data section, a roll of membership for the society, and complete indexes.

This latest edition of the Guide is the largest of any of the annual volumes. Basic and fundamental data have been retained but an effort has been made to condense and combine material. Chapters dealing with central systems for heat-

ing, humidifying, cooling, etc., have been reviewed and a completely new chapter added which incorporates all of the essential material from other chapters.

A subject which has not previously received attention is information dealing with heat transfer surface coils for summer and winter applications. Due to the wide variety of methods now in use for the selection of heat coils, it has been deemed necessary to defer specific recommendations for such coils until additional research findings are reported and uniform standardization is possible.

The problem of fuels and their combustion has been given attention as an important factor to the heating engineer, and as a consequence a completed revised chapter on combustion and fuels is presented.

Other chapters which have been rewritten are Air, Water, and Steam; Cooling Load; Radiators and Gravity Convectors; Steam Heating Systems; Piping for Steam Radiators; Mechanical Warm Air Furnace Systems; Unit Heaters and Ventilators; Air Conditioning and Cooling Units; Natural Ventilation and District Heating.

The Guide enjoys wide use as a text and reference book among the universities, engineering and technical schools, as a standard authority for heating and air conditioning.

Seeing Our Country

Book One. By Walter B. Pitkin and Harold F. Hughes. Cloth, 386 pages. Price, \$1.60. The Macmillan Company, New York, N. Y.

Impressively attractive is this handsomely illustrated and beautifully printed social-science book which brings to children in the middle grades valuable facts about the geography, the industrial life, and the economic conditions in the United States. Planned to supplement formal social-science studies, the book makes clear how field and farm, forest and grazing land, mines and oil wells, factories and fisheries all contribute to the physical well-being and to the cultural, political, and economic life of the entire population of the United States.

NEW BOOKS

Story Pictures of Transportation

By John Y. Beaty. Cloth, 223 pages. Price, 88 cents. Beckley-Cardy Company, Chicago, Ill.

This supplementary book for grades three and four has been planned to meet the need for transportation and communication units. The content develops the aims and objectives generally recognized (1) to give a knowledge of present-day transportation and communication, (2) to show how means of transportation has developed from primitive times to the present, (3) to give an appreciation of the work of inventors and discoverers, and (4) to show that civilization has made progress in this direction.

Baseball

The Barnes Dollar Sports Library. By Daniel E. Jesse. Cloth, 89 pages. Price, \$1. A. S. Barnes & Co., New York, N. Y.

The fundamentals of America's major sport are not only explained but splendidly illustrated.

A Study of the Constitution of the United States

By George Allan McKisson. Paper, 93 pages. Price, 48 cents. McKnight & McKnight, Bloomington, Ill.

In forty analytical units this workbook provides means for studying the several articles of the Constitution and its amendments. The author holds that an intimate understanding of the broad guarantees and the individual applications which the Constitution places on citizens will develop a high satisfaction and devotion to our form of government. The study here provided does not take up the underlying principles of democracy or the ultimate objectives of the form of government which we enjoy.

List of Inspected Fire Protection Equipment and Materials

Paper, 137 pages. Published by the Underwriters' Laboratories, Inc., 207 East Ohio St., Chicago, Ill.

A list of all fire protection equipment up to January 1, 1939. The listing represents the independent judgment of the Underwriters' Laboratories, given with due consideration of the necessary limitations of their practical operation, and in accordance with the objects and purposes of the laboratories.

Administration and Organization of Distributive Education Program

Prepared by Bishop Brown, under the direction of Paul L. Cressman. Paper, 17 pages. Issued by the State Department of Public Instruction, Harrisburg, Pa.

A bulletin explaining the opportunities available to schools and communities and tells how classes may be organized and conducted. Teachers, consumers, and stu-



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dents will be interested in this program which has been hailed as another step forward toward a democratic system of vocational education where all workers may learn how to give more satisfactory service for the benefit of themselves and the people they serve.

Preparatory Books

By Arthur I. Gates, Miriam B. Huber, and Celeste C. Peardon. Paper, 122-136 pages, illustrated. The Macmillan Co., New York, N. Y.

The preparatory books accompany *Jim and Judy; We Grow Up; Wide Wings; Down Our Street*, a series of social readers for the primary grades, based on real life activities. The workbooks supply the necessary word study and seatwork.

The South American Handbook

1939 edition. Paper, 693 pages. Issued by the H. W. Wilson Company, New York, N. Y.

This is the sixteenth annual edition of a yearbook and guide to the countries and resources of Latin America, inclusive of South and Central America, Mexico, and Cuba. Schools will find the work a valuable reference for high-school classes in geography, commerce and business, economics, agriculture, etc.

Endowment Income and Investments, 1926-1937

By A. Robert Seass. Paper, 16 pages. Bulletin No. 14, Series III, November, 1938, issued by the American Council on Education, Washington, D. C.

The present pamphlet is a report of a study on endowment income and investments in a selected number of institutions for a ten-year period ending in 1935 and for 1935-1937.

Two important factors are mentioned as a basis for concern about future increases in endowments. One is that taxation restrains donors from giving, and the other is that donors are becoming more reluctant to establish perpetuities. The data presented seem to indicate that the chances of increasing the endowment of higher education in the future are good in spite of the detrimental factors. There appears to be a close relationship between business conditions and the increase in the principal of endowment funds, and that only a return to prosperity is needed to stimulate giving.

The Dental Mechanic; The Carpenter; The Cabinet-maker; The Stenographic Worker; The Musician; The Nurse; The Building Contractor
The National Occupational Conference, 551 Fifth Ave., New York, N. Y.

A series of pamphlets which seek to give valuable facts about these well-known occupations. Each pamphlet sells for ten cents.

Regulations for Air Conditioning and Blower Systems

Paper, 27 pages. Price, 15 cents. Issued by the National Fire Protection Association, Boston, Mass.

Regulations governing the fire hazard of blower and exhaust systems as a source of fire, as well as regulations covering air-conditioning, dust, stock, and vapor-removal systems.

The Disposition of School-Bond Issues and Special Levies in Ohio School Districts, January 1 and November 8, 1938

Paper, 27 pages. Compiled by T. C. Holy. Published by the Bureau of Educational Research, Ohio State University, Columbus.

The report shows a total of 312 school-bond issues submitted to the people, amounting to a total of \$23,351,465, the largest amount proposed in any one year since 1928. Of this amount, \$12,764,055 received the required 65 per cent vote for passage. In the cities and exempted villages 54 bond issues were submitted, of which 27 were carried, and 27 failed. The amount of the bond issues submitted was \$12,614,845. Of this amount, \$5,172,025 were carried, and \$7,442,820 failed of passage. The per cent of total amount of bond issues carried in the cities was 38.1 per cent and in the exempted villages 60.5 per cent.

College Projects for Aiding Students

By Fred J. Kelly and Ella B. Ratcliffe. Paper, 69 pages. Price, 10 cents. Bulletin No. 9, 1938, U. S. Office of Education, Washington, D. C.

How to enable the poor boy and girl to attend college has always been a problem. In recent years more of the students are without the necessary cash for college expenses and many of them work with things as well as with ideas. The present pamphlet offers information for educational institutions in handling the problem of caring for needy students who are pursuing a college course. The study reveals a co-operative spirit on the part of the institutions but many of the projects described do not differ materially from those commonly employed to help needy students.

Salaries of Public School Teachers in New York State

Paper, 8 pages. Published by the public information service of the New York Teachers' Association, 152 Washington Ave., Albany, N. Y.

A study of the trends in teachers' salaries and cost of living in New York State for the period from 1931 to 1938. The data was taken from studies of the research division of the New York State Education Department, the U. S. Department of Labor Index, the official annual

reports of the New York State Department, and the reports of median elementary-school salaries in cities of from 30,000 to 100,000 population. The study shows that while median contract salaries in the state have changed very little since 1931-32, when refunds are deducted, actual salaries paid generally were below the 1931-32 level in 1937-38. Compared with the labor index of cost of living, it is shown that teachers' salaries did not increase as fast as the cost of living between 1933 and 1937.

Auditory Aids in the Classroom

Prepared by John V. L. Hogan and R. M. Wilmette. Paper, 66 pages. Published by the Committee on Scientific Aids to Learning, New York, N. Y.

This report is intended to give school administrators figures on the approximate cost of providing auditory aids to classrooms by four methods now practicable. The typical cities selected are Baltimore, Denver, and Tulsa. The four methods considered were purchasing time from commercial broadcast stations, acquiring a license to operate an ultra-high-frequency broadcast, the use of phonographs, and transmission of programs from a central studio to each school.

The study determined the fact that the number of classrooms to be served influences the nature of the sound equipment used. In some cases, it may be found more economical to install fixed rather than portable equipment. The number of units required will be greater than the maximum number of classrooms which will receive a program. The equipment should be moved during the recess or class-changing period. Where the length of the program is adjusted for four programs during a school period, the maximum number of units might well be four times the number of classrooms who use the program.

America and the Refugees

By Louis Adamic. Paper, 32 pages. Public Affairs, Inc., 30 Rockefeller Plaza, New York, N. Y.

What are our immigration laws for refugees? Can the refugees find jobs? These and similar questions are taken up in this small pamphlet which seeks to solve America's baffling situation in reference to Jewish and other political refugees from Europe. The pamphlet emphasizes that careful study and thought must be given by every citizen as to how the problem can be met. Any program which is set up to aid the refugees, to be successful, must be formulated in the light of our peculiar problems and institutions.

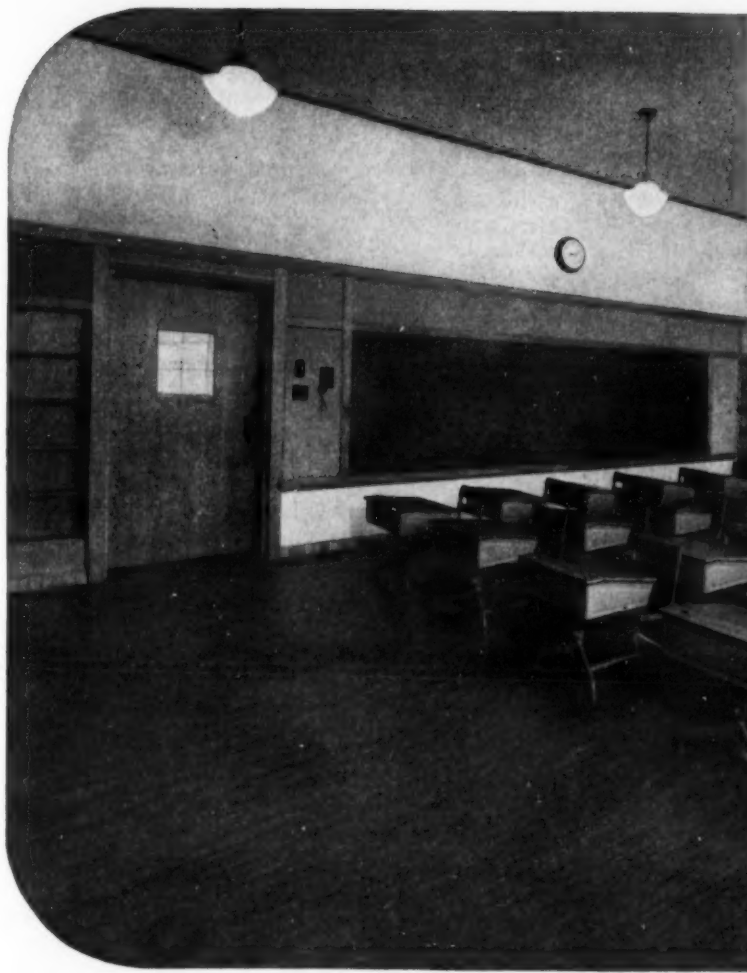
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School Administration in Action

Bothered by a Book Budget?

William E. Hayes¹

One of the many financial problems faced by boards of education is that of the annual expense of books. With the revamping of many school curriculums, it has become necessary to purchase new books in order to meet the different demands of new programs. On the other hand, schools that have adhered to older forms of education have also found it necessary to purchase books at frequent intervals, for continued rewriting of textbooks has made it impossible to keep abreast of the times without almost continued spending for replacements. In many cases, book ink is scarcely dry before a new series is placed on the market.

As a member of a school board, in addition to being an elementary principal, I felt a sense of responsibility to cut down the financial burden of books, at the same time maintaining their high *status quo*.

We began by revising the curriculum, substituting broader fields of effort for geography, history, civics, and like subjects. This eliminated the need for specific texts; followed the modern philosophy of education; and paved the way for a substantial saving. Since our arithmetic and reading program had undergone a transition two years previous, it was felt unnecessary to do immediate work in those departments. Available texts for these subjects were considered up to date.

In many school systems this change has meant an additional book burden, since old textbooks, although in good physical shape, had to be discarded. We merely pooled all the books on hand and permitted our fifty

elementary teachers to select eight copies of any books they desired. This made it possible for teachers in the upper grades, with students of low reading and mental ability, to select several sets of easy material for their students.

We carried the plan one step further. At the beginning of this school year, each teacher was given an appropriation of \$75, to purchase any books she desired. Teachers were restricted only in that they were required to be familiar with the books selected, and were permitted to purchase six copies of each book.

When the books were received, they were placed in the central library, to become the general property of the school. Teachers keep no books in their rooms permanently, except arithmetic books. When a particular unit is undertaken, all available books relating to the study become the property of the group studying it. When completed, books are returned.

A number of the major book publishers have co-operated in the plan. A vacant room was given them in which they placed a permanent running collection of new books. Teachers, administrators, and board members thus have the opportunity to discuss the merits of each purchase.

This method of handling the book problem has already proved its worth. It has eliminated costly duplication of books, has made for a wider range of reading material, and has saved considerable money. It has worked out very satisfactorily in an elementary-school situation comprising six schools, with an average school population of 290. In modified form, larger school systems could undoubtedly use it.

¹Principal, Intermediate School, Raritan, N. J.

Rochester Offers Guidance for Community Enterprise

The board of education at Rochester, N. H., has under construction an extensive and modernly equipped six-year high school, which will be completed at a cost of approximately \$950,000. The building will be occupied in September, 1939, at which time the six-six form of organization will be put into operation. In discussing the new school, Supt. A. S. Rollins recently said: "This change in organization and school plant involves many problems, as well as enlarged opportunities. One of the most significant is the development of the schools of the city to meet the needs of all the children. At this point, guidance enters as a major consideration in the determination of school electives, choice of occupations, and community adjustment. The purpose is to focus attention of the majority of pupils who will not go on to higher institutions but who, for that reason, are often neglected. Guidance through home-room teachers, or a director, has been developed over a period of years, but at the present

time a more comprehensive plan is in operation which it is hoped may become a fixed procedure. This plan has grown out of a recognition of the need of a closer bond of co-operation between the local industries and the public schools.

"In October, 1938, an invitation was extended to the heads of the local business establishments and industries to meet with the school officials for an exchange of opinions and recommendations from the prospective employers of pupils. The conference was held with an attendance of eleven business executives, including the president and secretary of the chamber of commerce who came in a spirit of friendly co-operation.

"From the discussion which ensued a useful list of desirable qualities of prospective employees was compiled. These are: (1) ambition, (2) accuracy, (3) good penmanship, (4) knowledge of how to apply for a job, (5) ability to hold a job, (6) ability to think for one's self, (7) willingness to become

valuable to the employer by learning about the job, (8) how to expect advancement in the job, (9) willingness to recognize the dignity of small jobs, (10) desire to learn, improve, and advance.

"The school department aims to make use of the suggestions offered by business leaders in strengthening the high-school courses now available. An entirely new course will be offered, whose purpose will be to promote a better social, economic, and civic adjustment of the high-school membership.

"The department is now engaged in an interesting research study, which has been delegated to a group of high-school students, working under the direction of an instructor with experience in guidance. Committees of five will be sent into the local industrial plants to observe conditions and to gather pertinent information. The findings of the study will be put into usable form to serve as the foundation of a course for the high-school program next September. The new offering will be known as 'Industrial History and Development of Rochester.'

"The new course is expected to produce some far-reaching results. It will afford an excellent correlation of work in English, economics, sociology, civics, and business training. Suggestions of industrial leaders will be used as a guide in planning all of the work so that desirable goals may be reached. Pupils will be encouraged to develop a more sympathetic and understanding attitude toward local industries and the part they have played in the growth of the city. These mercantile interests should find their spirit of co-operation intensified by reason of knowing that their needs and suggestions are given due consideration in the development of a school policy. When industry and education combine forces to expand educational opportunity and community adjustment of pupils, truly educated men and women may be expected in the future. Rochester believes that preparation to attain the greatest possible individual enjoyment from life, with the least inconvenience to one's fellows is real education."

NEW PUPIL REPORT CARDS—GRADING PUPILS DIFFICULT TASK

J. H. Clement¹

The elementary schools of Independence (first six grades) have a new system of grading for this school year.

Various symbols or marks have been used in American school systems over a period of many years for indicating school progress of the individual. In the past 25 years a dominant method has been based on some kind of a percentage basis. (Pupil report cards are sent home for the signature of the parent after the close of each six weeks' period.)

The attempt to measure or classify a pupil with respect to his growth, development, or progress in school, is a much more difficult task than we ordinarily think. There are a number of things which make the grading of pupils extremely hard. First, no two pupils are exactly alike in mental ability—even in the same family. There is what we call "individual differences." Second, there is a tendency to grade a pupil merely from the academic standpoint—such as in reading, writing, arithmetic, etc.—when however he is a social and physical being as well. We cannot measure readily the whole personality of the pupil. Third, there is great variation in the way different teachers may grade a pupil because so many elements may be involved in determining what grade or mark a pupil should have. For example six capable teachers might be given a

(Concluded on page 72)

¹Superintendent of Schools, Independence, Kans.

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You will also find an RCA Victor Recorder of great value in determining your pupils' progress in speech and music instruction...for the study of foreign language pronunciation...for recording of radio talks by prominent speakers—talks you may use advantageously in class at another time...and for the recording of school plays, dramas and debates. You can do all this—at amazingly low cost—with the splendid new portable RCA Victor Recorder illustrated here. For further details send the coupon.

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INDIVIDUAL TABLE No. 240

(Concluded from page 70)

copy of the same language or English paper of some particular pupil grading independently and nine chances out of ten no two teachers would mark exactly the same grade on this paper mainly because each would have different standards for making up that mark or grade. (Actual experimentation has demonstrated the above situation.)

The statements just made above seem to demand a fairer consideration for the child.

A common practice in former years in grading a pupil has been to use what may be called an *individual percentage basis*. That is we assumed we could differentiate to the extent of 1 per cent as to the grade one pupil deserved when compared to another — such as 85, 86, 87 per cent, etc. There were two specific things wrong with this method: First, it is next to impossible to say definitely that Johnny is worth 85 per cent and that Mary is worth 86 per cent. Second, it is a fallacy to measure John's progress or grade against Mary's progress. Each pupil should be measured against his own progress and ability.

The Group Percentage Basis

Again we attempted to use what we may call the *group percentage basis*. That is, we said, for example, the letter E stands for 95 to 100 per cent, G stands for 88 to 94 per cent, M stands for 80 to 87 per cent, P stands for 75 to 79 per cent, F stands for below 75 per cent.

Now this was a gain over the individual percentage-basis method, since such fine differences were not attempted, but, nevertheless, the same general weaknesses have prevailed in both the individual and group method of grading pupils by percentages.

If measuring and classifying pupils according to their own progress is as difficult and unreliable as has been indicated heretofore, then to be fairer to the pupil I believe we need a more elastic and general classification in estimating the pupil's ability and progress.

The following method of grading pupils is

being substituted for the percentage basis — the symbols to be used are O, S, U, and F, which mean respectively, Outstanding, Satisfactory, Unsatisfactory, and Failure. These terms in turn are defined on the pupil's report card sent to the parent for signature.

Explanation of Grading System

O — *Outstanding* means a pupil has been able to cover all lesson assignments efficiently and promptly with very little aid or help, manifesting considerable initiative and resourcefulness.

S — *Satisfactory* means a pupil has been able to cover all lesson assignments with comparative ease and reasonable efficiency and promptness without requiring an excessive amount of aid or help.

U — *Unsatisfactory* means a pupil has real difficulty in understanding and covering the lesson assignments in the normal amount of time allotted to each subject, requiring much individual attention or help.

F — *Failure* means a pupil has not been able apparently to comprehend the subject matter presented nor able to complete the lesson assignments even with much individual help or assistance.

Citizenship attitudes are emphasized as an important part of the pupil's life. Citizenship attitudes: courtesy, promptness, accuracy, neatness, initiative, co-operation, reliability, self-control, industry, and health habits.

NEW FORMS FOR REPORTING PUPIL PROGRESS

The administrative department at Leetsdale, Pa., has adopted a series of forms for reporting pupil progress to parents at the end of each nine-week period. The plan has been developed under the supervision of Mr. J. S. Snoke, supervising principal, with the co-operation of each member of the school staff. The basic philosophy of the plan lies in the fact that parents are more interested in knowing the specific reasons for pupil success or failure than in the mere symbol

presented either in the form of letters or percentages.

The series includes thirteen blank forms, 8½ by 5½ in. in size, in different colors, so arranged to provide an eye appeal, as well as to distinguish the reports of the different grades or departments. A typical blank contains the name

LEETSDALE HIGH SCHOOL		SCHOLARSHIP PROGRESS REPORT (1938-1939)		ENGLISH DEPARTMENT	
NAME	SUBJECT	GRADE	TEACHER	PERIOD	REPORT
PUPIL GROWTH IN HABITS, ATTITUDES, INTERESTS & ACTIVITIES					
AN X IN THE "X" COLUMN INDICATES SUPERIOR WORK					
AN O IN THE "O" COLUMN INDICATES OUTSTANDING PROGRESS					
AN S IN THE "S" COLUMN INDICATES SATISFACTORY EFFICIENCY					
AN U IN THE "U" COLUMN INDICATES UNSATISFACTORY EFFICIENCY					
AN F IN THE "F" COLUMN INDICATES FAILURE					
1. COMPLETION OF ASSIGNED WORK					
2. UNDERSTANDING AND CAREFUL FOLLOWING OF DIRECTIONS					
3. USE OF CORRECT ENGLISH IN SPEAKING					
4. USE OF CORRECT ENGLISH IN WRITING					
5. UNDERSTANDING AND APPRECIATION OF WHAT IS READ					
6. TELLING OF EXPERIENCES IN AN INTERESTING WAY					
7. SKILL IN SPEAKING ENGLISH TO OTHERS					
8. ABILITY TO ORGANIZE AND SUMMARIZE IDEAS IN REPORTS					
PUPIL INFORMATION AND MARKS TO BE RECORDED ON SCHOOL RECORDS					
GRADE NO.	PERIOD	REPORT	1ST	2ND	3RD
GRADE NO.	PERIOD	REPORT	1ST	2ND	3RD

Typical Blank.

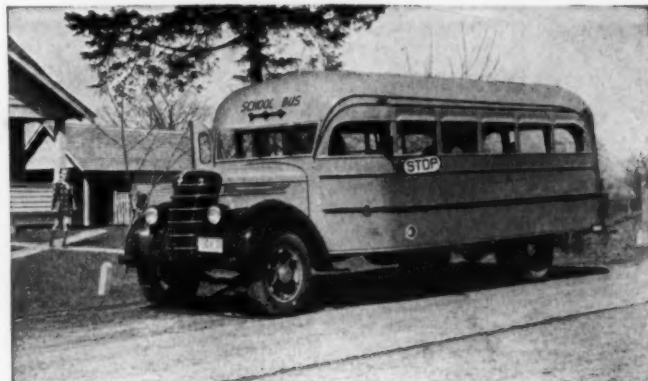
and grade of the pupil, the subject, the name of the teacher, space for pupil information and marks to be recorded on school records, for noting completion of assigned work, for understanding of what is read, for ability to organize and summarize ideas in reports, and marks for pupil growth in habits, attitudes, interests, and activities. The blank contains space for records for four quarters of work.

The scholarship marks for school records are A, B, C, D, and F and are based upon the pupil's achievement in comparison with the class as a whole. "A" indicates superior attainment; "B" represents better than average achievement; "C" indicates satisfactory achievement; "D" indicates that the pupil's achievement is in doubt; "F" indicates unsatisfactory achievement and indicates that improvement must be made to pass.

The plan has been found very satisfactory from (Concluded on page 74)



One of the many attractive bus body types available for International chassis—built by Bender.



Careful workmanship, comfort, simplicity of design, and "arch-built" safety are features of this International Bus with Hicks body.

Children Ride in Safety in INTERNATIONAL School Buses

Safety is one of the biggest factors to consider when investing in school bus transportation. Children ride in safety when they ride in an International. Economical 6-cylinder engines, quick-acting hydraulic brakes, all-steel bodies, windows of high-grade safety glass, convenient controls for the driver, and ease of steering are features that make Internationals first choice.

Rattle and rumble are eliminated; seats are comfortable; bodies are scientifically ventilated. From a dollars and cents standpoint International Buses are economical to buy, operate, and maintain.

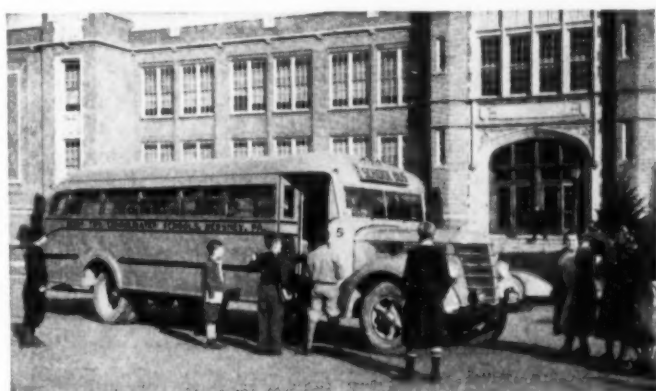
Visit the nearest International dealer or Company-owned branch and get full information about these safe, comfortable, streamlined buses. There is a wide choice of body styles and types.

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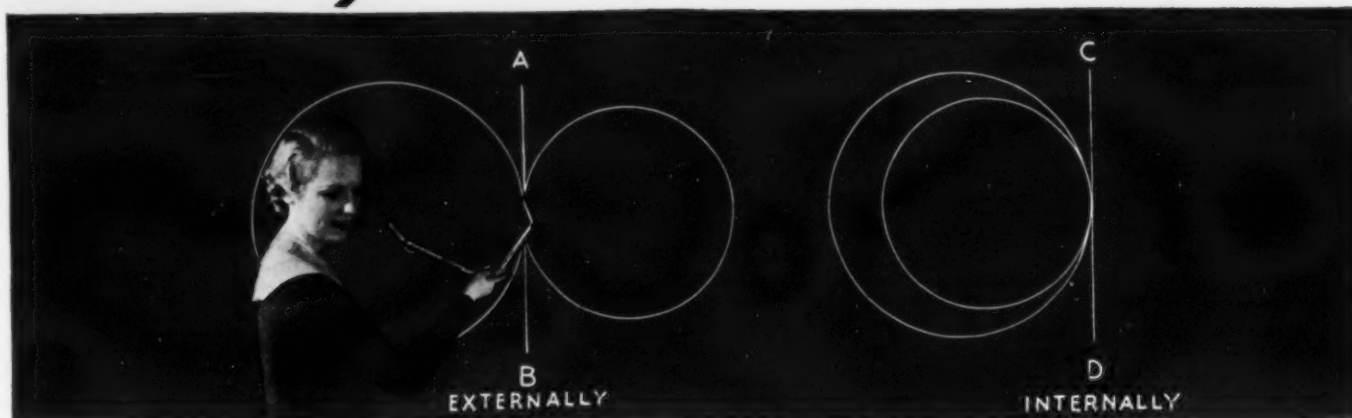
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See How Inexpensively you can install this modern, long lived board. Easy to write on, easy to read, and easy to erase. Address Dept. A539 for samples and complete details.

WEBER COSTELLO COMPANY Manufacturers CHICAGO HEIGHTS, ILL.

(Concluded from page 72)

the standpoint that the teachers feel that they are better able to justify the marks given in the various subjects. The quarter or semester marks are determined by the teacher on the basis of the way the pupil has fulfilled his obligation in meeting the predetermined objectives. The teacher's discretion is the basis for each subject mark.

INSURANCE PROGRAM SHOULD BE BASED ON HAZARD AND LOSS

The general tendency when first thinking of insurance is to think of premium cost. In an address given before the New Jersey State Federation of Boards of Education recently, Mr. Leon Watson, an insurance expert, discussed problems relative to the purchase of school insurance. If school-board members, he said, will stop thinking of premium cost and will instead, think of hazard and loss, and will endeavor to reduce hazards, reduce accidents, and reduce liability, insurance-premium costs will reflect accordingly. Mr. Watson spoke as follows:

"Every board of education should adopt a school insurance program, the fundamental objective of which will be, so arranging the school's insurance affairs that the property would be adequately insured—at correct rates—and the school premises made safer for the school population. In the insurance detail of school administration, perils should cease to exist, knowledge should replace ignorance, guessing should give way to facts, and occasional, casual or superficial consideration of insurance matters should give way to careful, systematic, long-term planning. Boards of education that will take the time to put their insurance affairs on an intelligent program basis, will receive therefrom big dividends, paid in some or all of three different ways—reduced insurance costs, maximum safety for children and teachers, and assurance that their responsibilities for property losses, also liability and property damage claims, are fully protected by proper forms of insurance properly written."

"School insurance and safety for the school

population against every hazard of fire and accident, are so closely related that a properly organized school insurance program will be, concurrently, at least a partial safety or conservative program.

"The fire-insurance rate is merely a yardstick for the measurement of real hazards. It is produced by applying a schedule of charges and credits (filed with the department of banking and insurance, in compliance with law) following a careful inspection of the premises by the rating bureau inspector. Every board of education, either directly, or through its insurance representative should secure a copy of the schedule showing the make-up of the fire-insurance rate, in order that they may determine what hazardous conditions are being charged for that should be corrected, not only to reduce the rate and the insurance cost, but to reduce the hazard to life and property.

"When a board knows that the insurance rates have been worked down as low as possible, it will have the satisfaction of knowing also that in addition to a commendable piece of business it has accomplished a more commendable piece of conservation work.

"In a school insurance program it is essential that the board:

"1. Become aware of all the different kind of losses that the district might suffer, and which of these hazards can be protected by insurance.

"2. Evaluate each hazard, and apply sound judgment as to which hazards are important enough to insure against, and for how much.

"3. Become certain that all the insurance carried is correctly written in companies that are beyond question.

"4. Endeavor to remove all rating penalties if it is possible to make the requisite improvements.

"5. Inaugurate a system of self-inspection that will assure proper maintenance of the conditions that have secured the removal of rating penalties.

"Every school executive in charge of a school building should have:

"1. A practical scientific knowledge of causes of fire and accidents in schools.

"2. A knowledge of how to reduce hazards.

"3. A knowledge of how to organize administrative procedure guaranteeing their control."

SCHOOL-BUILDING ACCIDENTS

In the average school building, 35 per cent of the accidents occur in the gymnasium, according to studies made by the National Safety Council. Corridors and stairs are responsible for 20 per cent of the accidents; shops for 14 per cent; and classrooms for 13 per cent.

Accidents cause enormous losses of time. Lloyd, in an investigation of 17,000 high-school athletic accidents, find that the loss of time amounted to 70,000 school days.

COMING CONVENTIONS

June 15-17. Annual School Administrators' Conference, in Nashville, Tenn. Dennis H. Cooke, Nashville, Tenn., secretary.

June 15-17. Nebraska All-State Educational Conference, in Lincoln. R. N. Moritz, Lincoln, secretary.

June 18-24. American Library Association, in San Francisco, Calif. Carl H. Milam, Chicago, Ill., secretary.

June 10-24. American Association for the Advancement of Science, in Milwaukee, Wis. Dr. H. B. Ward, Washington, D. C., secretary.

The Problems of Democracy will be among the main subjects of discussion at the convention of the National Education Association, in San Francisco, Calif., to be held July 2 to 6.

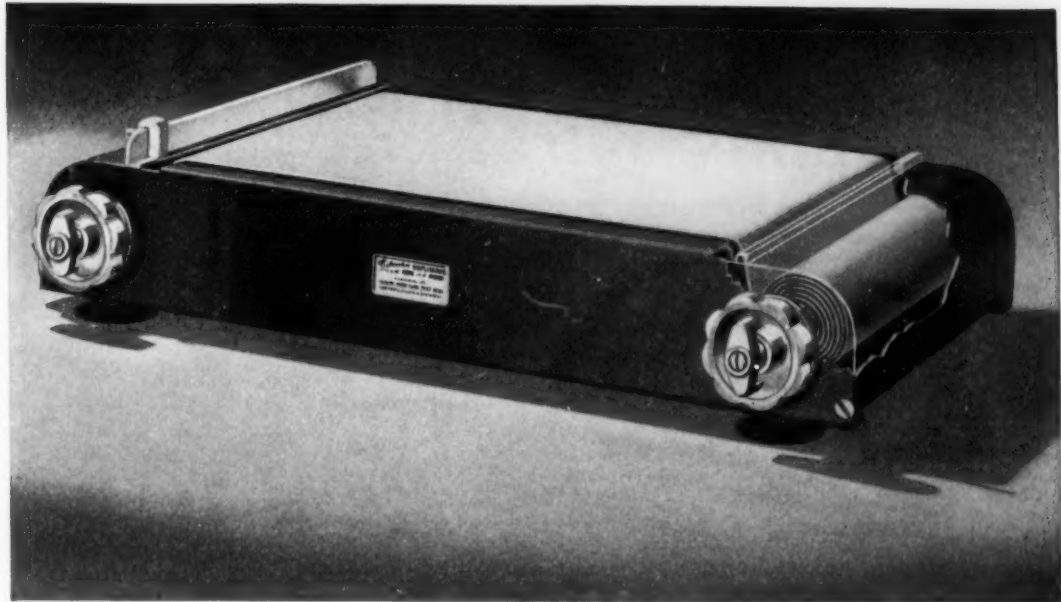
SHORT COURSE FOR CUSTODIANS

Following its custom, the University of Minnesota is offering a special five-day summer course of instruction for school-building engineers and janitors, from June 12 to 16.

Housekeeping and sanitation, heating and ventilation, maintenance and management, are the three main heads under which the instruction will be carried on.

The school will be in charge of a complete faculty, including two visiting teachers, K. P. Grabarkiewicz, assistant superintendent of operations at Columbia University, and N. H. McRae, supervisor of buildings at Macalester College, St. Paul. Dr. William A. O'Brien will lecture on health and sanitation; Lewis E. Longley on horticultural problems of the school grounds; and F. B. Rowley on air conditioning and ventilation.

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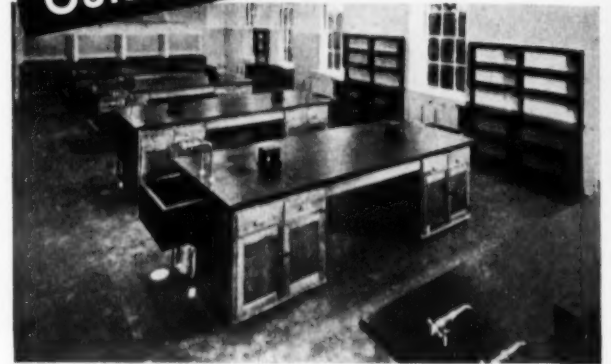


Drawing Table
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School Board News

URGES ECONOMY

Mr. Chester H. Gross, president-elect of the Pennsylvania State School Directors' Association, in assuming the office of president for 1939-40 made the following statement: "We have gloried in the fact that our Association has grown so tremendously in the last few years, that our numbers have increased as well as our power in the state.

"We must not overlook the fact that with this growth in numbers and in power has come added responsibilities. This organization is being looked upon now to render more definite and concrete service to education and to the administration in power than it ever has, and as I see it today, we are going to have to assume leadership and support the present administration in power to the end that the budget may be balanced by cutting school costs to the bone, regardless of how it hurts. We have got to take a position of leadership in economy in this state, and in more ways than one it becomes our job to see that schoolhouses are not built to give somebody work who don't work after you have given them that work, but that schoolhouses are constructed where and when needed.

"We must also recognize the fact that as school directors, it becomes our responsibility not to accept too seriously all the recommendations of the professional men in the commonwealth. We must remember always that professional men in whatever profession they may be, are interested first in their profession, and we have seen too many times in what they were interested, for what they got out of their profession.

"I am not saying that as a nasty dig to pro-

fessional men, but we school directors must come to the conclusion that we have an immense job, and we should take a militant stand on certain things going on in the state, and assume responsibilities that have been placed upon us, and I, as your leader, intend to take a militant stand on a lot of the issues we are going to have to face, to get politics out of school and college administration.

"I believe, with all the candidates in the field for the state superintendency, we should not, perhaps, get back of any individual, but should see to it, as far as we can, that there are no politics in that department, and that the man should first of all have great executive ability and strong character, whether he be a professional man or not."

THE EMPLOYMENT OF TEACHERS

Mr. J. Warren Ayer, principal of the Monrovia-Arcadia-Duarte high school, in Monrovia, Calif., suggests that six principles are fundamental in the employment of teachers. Ultimately all teaching candidates must be considered on the basis of their efficiency and the service which they render to the children. Writing in the *Foothill School Bulletin*, Mr. Ayer said:

"1. Have nominations made by professional administrative personnel after a careful consideration of all essential traits and abilities. The board should inquire sufficiently into the matter so as to ratify nominations intelligently, and not become a mere rubber stamp.

"2. Set up as the controlling factor in the choice the securing of the very best teacher for the children. Absolutely no question of local connections, friendships with administrator or board

members, marital state, or economic condition of candidates should be allowed to interfere with this fundamental basis of selection.

"3. With the basic factor listed above in mind give consideration to legitimate questions of adaptability to community conditions, breadth of interests, probable permanency of residence, etc.

"4. Remember that schools are educational institutions, primarily, and considerations of equalization of incomes, charities, and favors to local friends should never be given undue prominence.

"5. Beware of the candidate "towed in" by some local citizen, and endorsed beyond the sponsor's knowledge of the teacher or understanding of the needs of the schools. An introduction is often helpful, but determined campaigns should arouse suspicion.

"6. Be especially wary of the person who visits individual board members before calling upon the chief administrative officer and getting a suggestion from him or her to do so.

"While it is not the duty of the layman and parent to participate actively in the choice of principals and teachers, it certainly is their duty to see that the fundamental principles here set down are observed. This they must do for the sake of their children."

BOARDS OF EDUCATION

♦ Chicago, Ill. Extension by one week in June of the present 38-week school year has been provided recently by the board of education. James B. McCahey, president of the board, has declared that there are excellent prospects that a second week may be added next December. The addition of two weeks will place the schools on a 40-week basis. The added week, which costs \$1,200,000, is partly provided for in the school budget. The legislature has authorized \$48,000,000 for the education fund, or an increase of \$500,000 over the original 1939 budget figure.

♦ Bedford, Ky. The board of education has adopted new rules governing the use of school

A NEW TREND IN SCHOOL SHOPS

An increasing number of schools are making a radical change in the type of equipment used in both general and woodworking shops. There is a definite trend toward *smaller, more compact low-cost power tools*. In this, schools are following industry — where low cost industrial power tools are revolutionizing many production set-ups.

This development should be of great interest to all school executives. It not only means that school shops can be equipped



and maintained at a fraction of former costs—but assures students training on machines that they will use in both industrial and home shops after graduation. For the full story in complete detail — together with descriptions and prices on the entire line of Delta tools, mail the coupon at the right.

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Please send me the full story of Delta industrial power tools for schools — and the new 1939 Delta Catalog.

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property outside of school hours. Under the rules, the use of school buildings is limited to community purposes as a means of social entertainment. No building may be used for personal, private, secret, exclusive, or commercial gain. Application for any evening function must be made on a form provided by the principal of the school, which shall be filed with the board for approval.

Where a building is used by an organization and an admission fee is charged, the board will receive 25 per cent of the gross receipts for the benefit of the school, the stipulated fee to be not less than \$10. Parent-teacher meetings, school-activity programs, and social-center meetings may be held free of cost to the organization. Dancing and games of chance are strictly prohibited under the rules of the board.

♦ Silvis, Iowa. The school board has solicited the aid of the city and state police in the enforcement of traffic regulations for pupils using bus service. Several times, it was reported, children have narrowly escaped serious injury by drivers who speed past the bus while it is discharging students.

Under the law it is required that any automobile following a school bus must come to a full stop behind it when the bus is loading or discharging students and must remain at a stop until the loading is completed.

♦ Chicago, Ill. President James B. McCahey of the board of education has announced that six hundred new teachers will be employed in the schools next year. An item of \$71,132,236 has been provided in the budget for the salaries of all teachers employed.

♦ Galveston, Tex. The board of education has voted to enforce the regulations providing for compulsory immunization of pupils against diphtheria and smallpox. Under the rules, pupils are only excused when adequate reasons are presented.

♦ New York, N. Y. The Supreme Court of New York has upheld the right of the board of education to bar dual job holding in the city

school system. An employed high-school teacher had challenged the board's action in denying to him an evening-school position. He had contended that the board had no right to keep him from a second job.

♦ Taunton, Mass. The school board has voted to ban Alfred Baker Lewis as a speaker in the high-school forum. The board declared its determination to prevent dissemination of Communist, Nazi, and Fascist doctrines in the schools.

♦ Tulsa, Okla. The school board has voted to co-operate with the city park board in the landscaping of the school playground and adjoining park of the new Will Rogers High School. The school site contains 20 acres and the park has eight acres. Plans are being completed for a wading pool, picnic park, tennis grounds, boys' athletic field, and girls' athletic field.

♦ Boston, Mass. Joseph Lee, a member of the school board, recently made a spirited defense of his position when he denied the accusation of his critics that he favored the teaching of communism. He maintained that at no time has he recommended any foreign form of government. His one object, he said, has been the study of our own form of government and our economic system.

♦ Jacksonville, Fla. The Duval County board of education has adopted a rule that all persons connected with the school system must meet their personal obligations promptly or make satisfactory arrangements with their creditors. Failure to make satisfactory explanation of their inability to meet such obligations will constitute cause for refusal of the board to renew contracts.

♦ New Haven, Conn. The board of education has been ordered by the Superior Court to reinstate eleven married women teachers. These teachers had gone to court after the board of education had refused to reassign them to their positions at the expiration of their two-year maternity leaves of absence. The court, in its decision, ruled that the teachers did not forfeit their appointments by taking the two-year leaves

made available by the school system. The court held that the teachers were not entitled to pay from the time their leaves expired to the present time.

♦ The school board of Gardner, Mass., has voted to discontinue evening-school courses, with the close of the current school term. The action affects 700 evening-school students and was forced on the school board by a cut of \$11,000 in the budget.

♦ Minneapolis, Minn. The charter commission has decided to submit to the voters alternate methods of choosing members of the board of education — one by districts and the other by proportional representation. The proportional representation plan was accepted but is being held in abeyance until the council has assigned the district plan to one election or the other.

♦ Catlettsburg, Ky. A long dispute between city and school officials, which resulted indirectly in the resignation of the superintendent, J. T. Miracle, was settled recently, when the city councilmen approved a resolution submitted to the board of education. In the resolution, the school board requested the city to deduct from school revenues collected by the city treasurer, an annual amount sufficient to retire high-school gymnasium bonds. In return, the board asked payment of 50 per cent of the \$11,500 donation received by the city from the Midland-Atlantic Bridge Corporation.

♦ The Fordson board of education at Dearborn, Mich., has moved its offices to the new administration building on Neckel Avenue. The offices were formerly located in the Miller School.

♦ Casey, Ill. The Casey Township school district has taken steps to collect \$21,000 in tuition fees owed by the Clark County nonhigh-school district. The huge debt has accumulated over a period of from twelve to fifteen years. Out of an enrollment of 310 in the township high school, 120 are tuition-paying students from Clark, Coles, Cumberland, and Jasper counties.

♦ Springfield, Ill. The school board was re-



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cently confronted with the problem of school employees who participated in politics. One employee engaged in a campaign fund, and several had asked for leave of absence on election day to work for their political interests. Prior to last year's primary, the board had ruled that employees would not be permitted to take any part in politics during working hours.

♦ Detroit, Mich. The school board recently refused permission to a Communist group to hold a meeting in the Cass Technical High School. Mr. John H. Webster, board member who upheld Supt. Frank Cody's decision not to allow the meeting, said, "We don't just operate halls. We teach patriotism. Is it reasonable that an enemy group of our government shall ask us to demonstrate its doctrines in a school?"

♦ Grand Rapids, Mich. The school board has instructed the superintendent to inform all principals that its rules on secret societies still apply and that its rules must be enforced. The order was issued following a discussion on secret clubs and organizations. It is said that such organizations hold meetings at points distant from the schools and that the meetings are arranged by graduate members no longer in the schools.

♦ The school board at Wausau, Wis., has voted to grant the use of the Central School auditorium for worthy commercial enterprises and projects. The board has fixed the rental fee at \$75. The use of the auditorium must not interfere with the regular program of the schools.

♦ The suit of Dr. L. M. Hrudka, against the Morton Township school board, Cicero, Ill., to recover salary claimed due on his contract, has been settled out of court. The Morton board has voted to pay \$9,000 to Dr. Hrudka in settlement of his claim.

♦ Tarpon Springs, Fla. The Pinellas County school board has voted to assess a tuition fee of \$5 for each pupil in order to insure a full nine months' school term this year. Parents of pupils in the county have received notices that they will be required to contribute \$5 for each

child attending school. The school board is facing a shortage in funds this year due to the collection of \$53,000 less than in the previous year.

♦ North Adams, Mass. The school board has been urged to consider the plan of purchasing coal at the mines, as a measure of economy. It is proposed that the coal be purchased at the mines in carload lots. The lack of competition among the local fuel dealers has been responsible for the decision to study the possibility of getting better prices elsewhere.

♦ Higginsville, Mo. The school board has passed a rule governing the transfer of students who change their residence during the school year. Under the rule, where a school patron moves from one school district to another during the school year, the pupil may stay in that school during the current 6-week period, and then must be transferred. Where a patron moves during the last six weeks of school, it is optional with the parent whether or not the child is transferred.

♦ The legality of a special election held at Pearl City, Ill., for the purpose of a bond issue of \$30,000, for the construction of a new schoolhouse, was contested in the courts. The citizens had held two elections for the bond issue and won each time. The court dismissed the case.

♦ The Superior Court in Bridgeport, Conn., has ruled that the Stamford town board of finance may reduce a budget submitted by the city board of education when, in its judgment, it believes it necessary and when the financial condition of the town furnishes it a reasonable basis for its judgment. The decision was given in reply to a petition for a judgment brought by the board of education of Stamford against the finance board of the town, to determine the relative powers of the boards.

The board of education had claimed that reduction of its budget had interfered with the proper running of the schools by preventing the purchase of necessary supplies and the carrying out of essential repairs and improvements to

buildings. The reduction of teachers' salaries and dismissal of teachers, it pointed out, had resulted in a state of demoralization among the school personnel.

♦ As the result of charges made by a member of the Minneapolis board of education in which it was asserted that gross irregularities had been engaged in, a grand jury investigation was ordered. The grand jury found that the charges were based on "street gossip and hearsay" and had no foundation in fact. At the same time, the grand jury recommended the:

Bonding of all persons who handle funds.
Accounting systems to conform with procedure laid down by school-board chief accountant.

Curtailing of miscellaneous school funds.
A comprehensive accounting system and better control of city funds.

Forbidding purchase of supplies and materials by employees.

Forbidding school employees to carry out personal assignments for officials.

Barring of outside business activities by school employees which may interfere with school duties.

SCHOOL-BOND SALES

During the month of March, school-bond sales were made in the amount of \$6,725,926. The largest sales were made in Ohio where \$1,162,950 worth were sold. The average interest rate was 2.72%. Tax-anticipation notes and short-term paper were sold in the amount of \$6,227,339. The largest sales were \$2,236,439 in Ohio.

SCHOOL-BUILDING CONSTRUCTION

During the month of March, in 11 western states not included in Dodge, contracts were let for 14 new school buildings, at an estimated cost of \$1,522,000. Four additional projects, in preliminary stages, were reported at a cost of \$320,000.

During the month of March, Dodge reports contracts let for 326 educational buildings, involving 4,465,000 square feet of floor area. The valuation of these buildings will be \$24,219,000.

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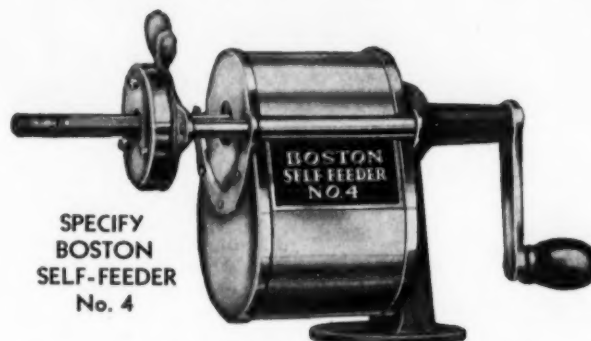
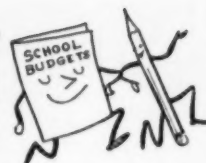
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News of Superintendents

SUPT. JAMES H. HARRIS RETIRES

Supt. James H. Harris, of Pontiac, Mich., has announced his retirement, to take effect at the close of the present school year in June. Mr. Harris, who is 73 years old, is completing an active career of twoscore years in the educational field. He is completing his twenty-first year as head of the Pontiac schools.

During his administration as superintendent, the Pontiac schools experienced a tremendous growth, coincident with the development of the city. Enrollment has grown from 5,000 to 14,700 during his period of service. In the past few years he has carried an increasing burden of work, owing to decreased finances and the need to make every dollar reach as far as possible in providing educational facilities for the boys and girls of the city.

The Pontiac newspapers expressed the community's regrets at Mr. Harris's resignation and recalled editorially the vast improvement in the service of the schools for which he was largely responsible. The editor of the *Press* wrote:

"A brilliant scholar himself, Mr. Harris has devoted his life to educational pursuits and today he has the immense satisfaction of viewing the tremendously augmented Pontiac school plant as a development which was nurtured under his guidance. Throughout these years in the role of educator, the retiring superintendent has always conducted himself with a becoming dignity that is happily augmented by a keen sense of humor; and the combination produces a delightful personality and a citizen of whom the city is justly proud and whom we universally regard with pride and affection.

"During the troublesome years directly behind in which the financial plight of the community

in general has been a constant problem, Mr. Harris has co-operated wholeheartedly with the school board in reducing expenses from a peak of \$1,885,000 ten years ago to the current level of \$1,100,000—in spite of the steadily increasing enrollment of pupils."

PERSONAL NEWS OF SUPERINTENDENTS

- SUPT. V. A. ERICKSON, of Russellville, Ohio, has been re-elected for another year.
- SUPT. JOHN W. WYLIE, of Frazee, Minn., has been re-elected for his fourth term.
- SUPT. CARL NARVESON, of Lake Park, Minn., has been re-elected for the next year.
- SUPT. A. J. B. LONGSDORF, of Bluffton, Ohio, has been re-elected for a three-year term.
- SUPT. F. J. HARAPAT, of Montgomery, Minn., has been re-elected for the next year.
- SUPT. J. E. PURKS, of Cedartown, Ga., has been re-elected for his 33rd consecutive term.
- SUPT. O. G. LANCASTER, of Hartwell, Ga., has been re-elected for another term.
- SUPT. H. C. BROWN, of Minneota, Minn., has been re-elected for another year.
- SUPT. J. J. SCHAFER, of Midland, Mich., has been re-elected for his 21st year.
- SUPT. JERRY J. VINEYARD, of Nevada, Mo., has been re-elected for another term.
- MR. HAROLD CROCKER, formerly principal of the senior high school at Coloma, Mich., has been elected superintendent of schools. He succeeds R. R. Shelters.
- MR. VIRGIL O. GILBERT, a former State Superintendent of Public Instruction in Kentucky, died on March 15. He was state superintendent from 1915 to 1918.
- SUPT. J. W. LANCASTER, of Georgetown, Ky., has been re-elected for his seventeenth term.
- SUPT. R. T. SCHROEDER, of Ovid, Mich., has been re-elected for another term.
- MR. SIDNEY E. ALKIRE has been elected superintendent of schools at Griggsville, Ill.
- STATE SUPT. FLOYD I. McMURRAY, of Indiana, has been reappointed to serve a third term.
- SUPT. WALTER A. JANTZ, of Grafton, Ohio, has been re-elected for his eleventh year.
- SUPT. W. I. EARLY, of Sioux Falls, S. Dak., has been re-elected for another term.
- SUPT. STANLEY R. FINIFROCK, of Galena, Ill., has been re-elected for a three-year term.
- SUPT. THOMAS W. FIGLEY, of Glouster, Ohio, has been re-elected for a term of three years.

- SUPT. EDGAR B. ALLBAUGH, of Concordia, Kans., has been re-elected for a two-year term.
- SUPT. GEORGE WHITE, of Hartley, Iowa, has been re-elected for the next year.
- MR. E. H. HEDRICK, Medford, Oreg., has been elected president of the Oregon State School Superintendents' Association. WILBUR ROWE was elected vice-president, and J. W. KING secretary.
- DR. MILTON E. LOOMIS has been appointed Associate Commissioner of Education for the State of New York.
- SUPT. A. VON TERSCH, of Northboro, Iowa, has been re-elected for another year.
- SUPT. L. B. HAWTHORNE, of Mexico, Mo., has been re-elected for the next year.
- SUPT. E. A. RALSTON, of Washington, Iowa, has been re-elected for his fourth year.
- MR. ARNOLD WICKHAM, formerly principal of the high school at Loyal, Wis., has been elected superintendent of schools.
- MR. D. R. BAKER, of Hamilton, Ohio, has been elected president of the Western Ohio School Superintendents' Association.
- MR. DALE C. BILLMAN, superintendent of schools at Sullivan, Ind., was honored on March 31, at a dinner, given by members of the teachers' federation. Seventy teachers and their wives were present.
- KENNETH NELSON, of Prescott, Mich., has been elected superintendent of schools at New Lothrop.
- SUPT. V. L. EIKENBERRY, of Vincennes, Ind., has been elected president of the Chamber of Commerce.
- MR. L. B. WHEAT has been elected superintendent of schools for the Henry Ford School Board, Dist. No. 5, Dearborn, Mich.
- SUPT. O. W. BEAUCHAMP, of DeWitt, Iowa, has been re-elected for a ninth term.
- SUPT. E. D. BAIRD, of Sutherland, Iowa, has been re-elected for another year.
- SUPT. W. S. MILLER, of Reinbeck, Iowa, has been re-elected for another year.
- SUPT. F. G. BRANDES, of Howard Lake, Minn., has been re-elected for another year.
- SUPT. C. E. BROWN, of Malakoff, Tex., has been re-elected for a three-year term.
- SUPT. S. B. HOLLEMAN, of Stockdale, Tex., has been re-elected for a third term.
- SUPT. M. D. SMITH, of Brooke, Iowa, has been re-elected for another year.
- MR. N. E. DEMONEY, formerly principal of the senior high school and dean of the junior college at Estherville, Iowa, has been elected superintendent of schools for the next year. He succeeds F. G. Stith.

USE THIS SUMMER VACATION TO GET RID OF **NOISE!**



NOISE has been permanently banished from the library of Sheboygan's North Side Junior High School by a ceiling of Acousti-Celotex fibre tile. Architect: Edgar Stubenrauch.



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PERSONAL NEWS

- MR. FRANK E. CONVERSE, superintendent of schools in Beloit, Wis., until his retirement in 1932, died at his home on March 5. He was a graduate of the University of Michigan. He was at one time superintendent in Pontiac, Mich.
- MR. O. C. NORDVOLD, of Storden, Minn., has been elected superintendent of schools at Heron Lake.
- MR. M. R. SIMPSON has been elected superintendent of schools at Wapakoneta, Ohio. Mr. Simpson, who was formerly principal of the Blum High School, succeeds M. R. Henschel.
- MR. D. D. KARROW has been elected superintendent of schools at Lake City, Minn. He succeeds W. A. Andrews.
- SUPT. HARRY W. GOWANS, of Tulsa, Okla., has been re-elected for another year.
- SUPT. B. F. KIDWELL, of Russell, Ky., has been re-elected for his twenty-fifth term.
- MR. CHARLES E. DOWNING, superintendent of schools in Pemberville, Ohio, died at his home on March 8, following a short illness of pneumonia. He was a graduate of Heidelberg College, in Tiffin, and had taken postgraduate courses at Columbia University.
- SUPT. C. E. DUDLEY, of Henderson, Ky., has been re-elected for his nineteenth term.
- MR. DONALD H. YONKER, of Ortonville, Mich., has been re-elected for another year.
- MR. JOHN H. POWELL, of Edenville, Mich., has been elected superintendent of schools at Otter Lake.
- SUPT. L. H. BAUMANN, of Britton, S. Dak., has been re-elected for another term.
- SUPT. W. E. LAWSON, of Cynthia, Ky., has been re-elected for a tenth term.
- SUPT. R. W. LYNCH, of Port Austin, Mich., has been re-elected for another year.
- MR. HAROLD CROCKER has been elected superintendent of schools at Watervliet, Mich.
- MR. GEORGE WALKOTTEN, of Kalamazoo, Mich., has been elected superintendent of schools at Albion. He succeeds Don Harrington.
- SUPT. O. B. PHILLIPS, of Luverne, Minn., has been re-elected for another year.
- SUPT. E. W. WILTSE, of York, Nebr., has been re-elected for another year.
- SUPT. W. S. GOUDY, of Durand, Mich., has been re-elected for his twenty-seventh year.
- SUPT. DON W. McCLELLAND, of Waverly, N. Y., has been re-elected for another term.
- SUPT. A. C. ANDERSON, of Gowrie, Iowa, has been re-elected with an increase in salary.

- MR. HAROLD SANTEE, formerly principal of the Lincoln School, Springfield, Oreg., has been elected superintendent of schools. He succeeds L. E. Marschat.
- SUPT. RAYMOND A. GERBER, of Sidney, Mont., has been re-elected for a three-year term. Mr. Gerber has been given a leave of absence during the summer of 1939 in order that he may serve on the summer-school faculty of Montana State University.
- MR. BERTEN B. BEAN has been appointed Associate Superintendent of Schools in charge of elementary grades at Buffalo, N. Y. He succeeds Charles P. Alvord, who retired recently.
- DR. FRANK PARLIN, formerly superintendent of schools of Chelsea, Cambridge, Quincy, Natick, and Stockbridge, Mass., died on March 29, at the age of 78.
- MR. BEN L. GRAHAM, of Wylie, Tex., has been elected superintendent of the Sundown schools in Hockley County.
- SUPT. CLYDE U. PHILLIPS, of Hays, Kans., has been re-elected for the next year.
- SUPT. JAMES B. BOREN, of Mangum, Okla., has been re-elected for another year.
- SUPT. A. L. CROW, of Monroe, Mo., has been re-elected for a two-year term.
- SUPT. CHARLES B. MATHEWS, of Newnan, Ga., has been re-elected for the next year.
- SUPT. C. C. AXVALL, of Detroit Lake, Minn., has been re-elected for another year.
- SUPT. J. L. CAMPBELL, of Carthage, Mo., has been re-elected for his eleventh year.
- SUPT. E. PARKE SELLARD, of Gallup, N. Mex., has been re-elected for another year.
- SUPT. E. T. MILLER, of Hannibal, Mo., has been re-elected for the next year.
- SUPT. R. D. HOLT, of Sanderson, Tex., has been re-elected for another year.
- MR. JOHN H. POWELL, of Edenville, Mich., has been elected superintendent of schools at Otter Lake.
- SUPT. ARTHUR E. ERICKSON, of Ironwood, Mich., has been re-elected for a one-year term.
- CHARLES E. LANE, assistant superintendent of schools of Quincy, Ill., has been re-elected for another year.
- SUPT. H. P. CLAUS, of Stockton, Ill., has been re-elected for another year.
- SUPT. J. E. HOLMES, of Spring Lake, Mich., has been re-elected for the next school year. Mr. Holmes has been head of the Spring Lake schools for sixteen years.
- MR. LLOYD P. YOUNG, superintendent of schools at Berlin, N. H., has been appointed president of the Keene State Normal School. He succeeds Dr. Wallace E. Mason.
- MR. ALFRED CAMPBELL, of Bridgewater, Mich., has been elected superintendent of the high school at Hadley.

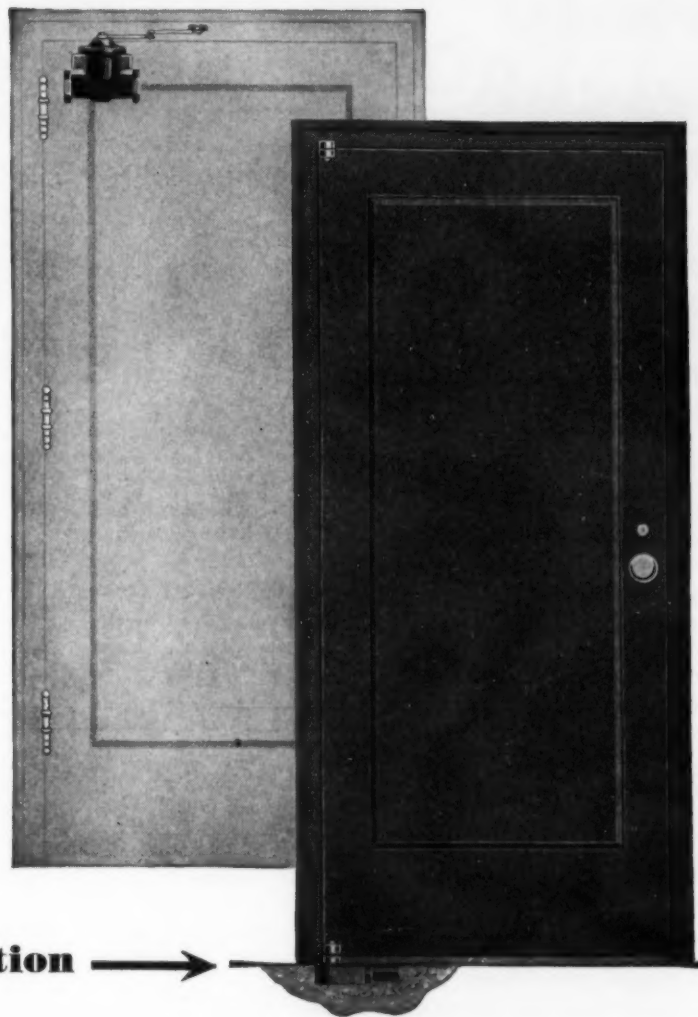
- MR. F. C. BURGESS, formerly principal of the high school at Akron, Mich., has been elected superintendent of schools. He succeeds W. R. Bush.
- SUPT. E. B. WHALIN, of Raceland, Ky., has been re-elected for a sixth term.
- SUPT. N. G. FAWCETT, of Defiance, Ohio, has been re-elected for a three-year term.
- SUPT. R. W. ANDERSON, of Neosho, Mo., has been re-elected for another term.
- MR. O. L. ORIE, of Godley, Tex., has been elected superintendent of schools at Meridian.
- MR. RAY H. HAMILTON, of Vassar, Mich., has been elected superintendent at Swartz Creek.
- MR. DEWEY STABLER, of Lawton, Mich., has been elected superintendent at Otsego. He succeeds H. H. Rigg.
- SUPT. J. PAUL LONG, of Eastman, Ga., has been re-elected for the next year.
- SUPT. A. L. CROW, of Monroe, Ill., has been re-elected for a two-year term.
- MR. LEO F. GILLIGAN, former superintendent of schools at Bellevue, Ky., died in Covington. He was a graduate of Berea College.
- SUPT. E. W. MICHAEL, of South Haven, Kans., has been re-elected for a fifth term.
- SUPT. J. WILBUR LANCASTER, of Georgetown, Ky., has been re-elected for another year.
- MR. CHARLES B. PARK, of Reading, Mich., has been elected superintendent of schools at Mt. Pleasant. He succeeds the late G. E. Ganiard.
- SUPT. EARL B. DRIVER, of Carey, Ohio, has been re-elected for a two-year term.
- SUPT. C. R. DOCKRUM, of Madeira, Ohio, has been re-elected for a two-year term.
- MR. B. ROBINSON, of Albion, Nebr., has been elected superintendent of schools at Pender.
- MR. GEORGE S. GOODELL, former superintendent of schools at Athol, Mass., has been appointed director of a new school of education at the American International College, in Springfield.
- SUPT. GEORGE W. HANSEN, of Central City, Iowa, has been re-elected for another two-year term.
- MR. HAROLD PACKWOOD, of Decatur, Nebr., has been elected superintendent of schools at Hartington. He succeeds T. S. Rosen.
- SUPT. A. E. RUBY, of Storm Lake, Iowa, has been re-elected for another year.
- SUPT. H. W. GODFREY, of Waseca, Minn., has been re-elected for another year.
- SUPT. L. V. BRIGGS, of Rockwell, Iowa, has been re-elected for another year.
- SUPT. H. E. NORTHEY, of Columbus Junction, Iowa, has been re-elected for another year.

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School Building News

♦ Decatur, Tex. Plans have been completed for a school-building program, to include a new school building, tennis courts, football field, and the remodeling of an old building. The cost of the work will reach \$200,000.

♦ Montrose, Colo. The contract has been let for the construction of a new county high school, to cost \$186,370.

♦ Boonville, Mo. The contract has been let for the high-school improvement program, to include the remodeling of the high school, a gymnasium, and auditorium. The cost will be \$158,672.

♦ Moorhead, Minn. The board of education has completed a new junior-high-school building, erected at a cost of nearly \$400,000. In addition to this building, an addition has been erected for the senior-high-school building. This building which is for music purposes, is constructed in the form of an arena and includes practice rooms, directors' rooms, and storage rooms for band instruments.

♦ Carlsbad, N. Mex. The school board is completing plans for three school buildings, including a new high school, an elementary school, and the remodeling of the Roosevelt elementary school.

♦ Lansing, Mich. The board of education has begun plans for the proposed west-side high school, to cost \$1,200,000.

♦ Muskogee, Okla. The board of education has voted to go ahead with plans for a \$500,000 school-building program, to include an athletic stadium, a junior high school, and six other projects.

♦ New York, N. Y. Col. Walter J. Carlin, member of the board of education, in a public discussion of his resolution to limit the use of school buildings, has declared that there is no

right to the free use of school buildings for "uncontrolled outside organizations." Limiting the use of school buildings does not interfere with the right use of free speech and the board "owes a duty to the general public, and not to any particular group. In exercising the discretion vested in it by law it is bound to consider the rights of all the people of the city."

♦ Battle Creek, Mich. The school board has approved a WPA cleaning project, calling for the cleaning of walls, woodwork, and furniture in all school buildings. The cost of the work will reach \$10,000.

♦ Waukesha, Wis. The school board has named the newest high-school building the Edison School. The name is considered appropriate inasmuch as the departments of manual training and metalwork are housed there.

♦ Fairfield, Conn. The board of education is completing plans for a new senior high school, to cost approximately \$350,000.

♦ St. Paul, Minn. Plans have been started for enlarging and improving the school plant. The proposed project will cost \$763,000, of which the city has obtained a PWA grant of \$316,125.

♦ Davenport, Iowa. The contract has been let for the construction of the new elementary school, to cost \$210,322.

♦ Grand Island, Nebr. The school board has voted to adopt a pay-as-you-go policy for the financing of school-building projects. Plans for extensive alterations at the Barr Junior High School have been delayed indefinitely by the board. It was voted to set aside \$10,000 in next year's budget for a building reserve fund, provided it could be done without increasing the present tax levy.

♦ St. Joseph, Mo. Bids have been received for the construction of the Benton High School, to cost \$400,000.

♦ Summit, N. J. A new junior high school, planned to offer manual, industrial, and fine-arts instruction and to provide recreational services for the community, has been completed and occupied. The school is intended to be of benefit

to a section of the community where very few of the students will complete the high school. The cost of the building and equipment will reach \$550,000.

♦ New Haven, Conn. A valuation of \$8,834,815 has been placed on the city schools, land, and other holdings of the school system, according to Mr. Robert B. Hall, secretary of the school board. The total worth of school land, buildings, furniture, and equipment was listed at \$8,578,219, which was the largest item on the inventory. The next largest item was \$143,859 for textbooks.

♦ Rockaway, N. J. A new policy pertaining to the use of the high-school auditorium and gymnasium has been adopted by the school board, at the suggestion of President Earl R. Stivers. The new regulations provide that organizations desiring to use the school auditorium, such as charitable, religious, philanthropic groups, would be charged \$10 for one night or \$15 for two nights. In the case of any group or show company, desiring the use of the school auditorium strictly as a commercial venture, the fee will be \$15 for one night or \$25 for two nights. Use of the gymnasium for basketball, if no admission is charged, will cost \$3 per night. Of this sum, the janitor receives \$2 for supervising the gymnasium while it is in use and the board receives \$1 to pay the costs of lights, heat, etc. If admission is charged for the games the rental fee will be \$5.

♦ Grand Rapids, Mich. A WPA project has been submitted to the school board, calling for refinishing of school furniture, shades, and blackboards, at an expenditure of \$138,657. Of the total cost, \$121,064 will be provided in the form of federal funds, and the remainder will be appropriated by the board as sponsor.

♦ Bloomfield, Iowa. The PWA officials have approved plans and specifications for the addition to the high school to cost \$100,000.

♦ New Ulm, Minn. The senior-high-school building has been enlarged through the addition of two new wings. One wing houses the gymnasium-auditorium, and the other provides seventeen new classrooms.

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BUILDING NEWS

♦ The Wisconsin Education Association, in a recent statement, points out that many high-school plants in the state are over 50 years old and are generally overcrowded. A study of the records of the Department of Public Instruction reveals that the median age of high-school buildings in the state is over 22 years and that some are well over the three-quarter-century mark.

In addition to these pioneer high schools "still doing business at the old stand," the records show 11 schools with 50 years or more of continuous service, 47 schools between 30 and 49 years without additions, and 68 schools of like age with some sort of additions to accommodate great increases in enrollment.

"It's fine to see these new high schools in various cities of the state," says the Wisconsin association, "but to offset these many fine, modern plants we have hundreds of schools which are both antiquated and pitifully overcrowded."

♦ Tulsa, Okla. The board of education has begun plans for the repair of school buildings, estimated to cost \$500,000. During the school year 1938, the board by spending \$75,000 of the maintenance fund, was able to obtain \$250,000 from the WPA for badly needed repair jobs.

♦ Winnfield, La. Citizens, taxpayers, and school patrons have presented a proposal to the Winn Parish school board, calling for the erection of a 30-room elementary school, the renovation of the present high school, and the improvement of the school grounds. The cost of the proposed improvements will reach \$170,000.

♦ Austin, Minn. Bids have been received for the construction of a new high-school addition, to cost \$623,657.

♦ Salina, Kans. Plans have been prepared for a new senior-high-school building, to cost about \$610,000.

♦ Goshen, Ind. Construction work has been started on the new Chamberlain School, to cost \$176,000.

♦ Webster, Tex. The contract has been let for the construction of a ten-room school, to cost \$156,000.

♦ The Catahoula Parish school board, at Jonesville, La., has obtained an appropriation of \$3,441 from the PWA for a school-building project, comprising the construction and equipment of a school administration building.

♦ Cleveland, Ohio. The school board has awarded thirty contracts in connection with its PWA school-building program. The total estimated cost of the program is \$250,000.

PWA PROJECTS

Public Works Administrator Harold L. Ickes has announced that approximately 600 projects in the 1938 PWA program have been completed and construction work on the remainder is going ahead rapidly with heavy orders to private industry.

A total of 586 projects on the 1938 program have been completed, with a total value of more than \$18,000,000. This is in addition to some 26,000 other projects valued at \$3,645,000,000, and completed under other programs.

Reports of the regional directors has revealed that the New England States, Pennsylvania, and Maryland, lead all other regions in the dollar volume of construction under way, with work begun on more than \$472,000,000 worth of projects. Region No. 2—Wisconsin to West Virginia and north to the Ohio River, is second, with \$377,000,000 worth of work under way.

PWA IN PRIVATE INDUSTRY

Regenerative effects of PWA on private industry are being continued, an analysis of material buying for PWA construction by the U. S. Bureau of Labor Statistics has shown. Purchases of iron and steel for PWA projects now amount to \$591,002,980 for the five-and-one-half-year period from June, 1933, to January, 1939.

By far the largest item of iron and steel purchased for PWA projects was structural and

reinforcing steel. A total of \$217,479,574 was spent for this commodity, of which \$18,734,497 has already been spent on 1938 projects. For general steel works and rolling-mill products, a total of \$110,464,355 was spent. The third largest purchase was heating and ventilating equipment, which amounted to the sum of \$64,215,358.

The "invisible" employment benefits of PWA to business are created in the production of raw materials for PWA construction; in the transportation of these materials from forest and mine to factories and mills, and the transportation of the finished products to the construction site, and distribution handling of the finished products. Many orders for industrial products—steel, brick, stone, cement, lumber, textiles, forest products, machinery and metals—enter the plants merely as routine or reviving orders, but actually have been created because of PWA activities. Thus, construction of a school building in Los Angeles is reflected in increased employment for workers in mills, brickyard, and sawmills in numerous other states. Funds expended for useful improvements result in release of factory payrolls in many eastern states.

APPOINT FEDERAL PUBLIC WORKS COMMITTEE

The National Resources Committee in Washington has announced the appointment of a Technical Public Works Committee, with Col. Henry M. Waite as chairman. This group has been named to assist the National Resources Committee in continuing its preparation of six-year programs of federal public works and in stimulating the preparation of capital budget programs by states and cities. In addition, the committee will undertake studies to determine the most effective utilization of state and local public works for stabilizing the construction industry and to analyze the plan of public construction activities in providing employment and increasing the national income.

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Teachers' Salaries

♦ El Paso, Tex. The school board has approved a single-salary schedule for principals on an 80 per cent basis, retroactive to January 1.

♦ Whitman, Mass. The school board has voted to reduce the salaries of employees in all departments 6 per cent. No salary of a full-time employee will be reduced under \$1,000.

♦ Lincoln, Nebr. The school board has approved salary schedules for the year 1939-40. Under the schedule, 128 instructional employees will receive salary increases of one step in the salary scale at the present rate of 87 per cent of the original scale. A subgroup includes full- and part-time kindergarten assistants who will be given increases of \$5 and \$2.50 per month, respectively, not to exceed the maximum. The contracts of teachers serving on an acting or temporary basis will be terminated at the end of the 1938-39 school year.

♦ Minneapolis, Minn. At the request of the board of education, the city utilities engineer has begun a "fact-finding" survey of the school-board salary schedules as a substitute for arbitration of school janitor-engineers' demands for pay increases. It is believed that the threatened strike of janitor-engineers' union will be postponed pending the completion of the report.

♦ Pontiac, Mich. The school board has made public a report by C. T. Coleman, on a survey of teachers' salaries in Southern Michigan, Indiana, and Ohio. The survey shows that Pontiac pays low salaries and that a proposal to cut the local salaries for the coming school year will further reduce Pontiac's position among cities of 50,000 to 300,000 population in the area.

In the elementary teachers' division, Pontiac is twenty-seventh among 28 cities with an average salary of \$1,472. The top figure in this list is

\$2,687, in Cleveland Heights, Ohio. Among other cities in Michigan are Dearborn, \$2,022; Hamtramck, \$2,004; Kalamazoo, \$1,591; Lansing, \$1,574; Grand Rapids, \$1,560; and Flint, \$1,436.

Pontiac is twentieth of 21 cities reporting average salaries in the junior-high-school division, with an average of \$1,625. Cleveland Heights again leads with \$2,795, Highland Park, Hamtramck, Dearborn, Lansing, and Kalamazoo, however, top Pontiac's figures.

The senior-high-school division shows Pontiac twenty-fifth among 27 cities with an average salary paid to its teachers of \$1,932. Oak Park, Ill., leads with \$3,389, while all the other Michigan cities listed except Kalamazoo with \$1,952 and Flint with \$1,690 pays average salaries of more than \$2,000.

Pontiac's average salary to elementary principals is \$2,052. Dearborn leads among Michigan cities with \$3,430 and Flint is second with \$2,266. Pontiac's average pay to junior-high-school principals is \$2,364, while Highland Park leads with \$4,259. Flint pays \$2,863. Pontiac's senior-high-school principal receives \$2,963 as compared with \$4,300 paid at Dearborn, \$4,020 at Flint, and \$5,625 at Cleveland Heights, the highest in that field.

♦ Condon, Oreg. All members of the school staff have been reappointed, with substantial increases in salary. The new contracts carry an increase of 5 per cent plus \$5 over the amount received during 1938.

♦ Philadelphia, Pa. The members of the teachers' association have begun a "save our schools" campaign as a substitute for the school board's proposal to inaugurate a general pay cut.

♦ Dallas, Tex. The school board has announced that it will retain its old teacher salary schedule, with automatic increases. The board had not been following the schedule in recent years because of lack of funds.

♦ Rutland, Vt. The school board has provided an item of \$132,875 in its annual budget for

salaries of teachers. Of this, \$850 has been set aside for routine salary increases.

♦ New Britain, Conn. Salary increases amounting to \$300 per year have been given by the school board to each of seven high-school teachers who serve as heads of departments.

♦ The board of education at St. Cloud, Minn., has reappointed all teachers to their respective teaching positions. Such teachers are eligible to receive the annual increase of \$75 for high-school instructors, and \$60 for grade-school teachers. The schedule provides a maximum salary of \$1,700 for grade-school teachers, and \$1,800 for teachers holding a degree.

For high-school teachers, the maximum salary is \$2,000 for those holding a degree, and \$2,100 for those holding a master's degree. The maximum salary for married men is \$2,200, with \$100 additional for those with dependents, and an additional \$100 for those holding a master's degree, making the total for married men \$2,400.

♦ The teachers' association at Clifton, N. J., has presented a plea to the school board, calling for a revision of the salary schedule, with half pay for sabbatical leave, and a five-day sick leave.

♦ Red Wing, Minn. The teachers' salary budget for the year 1939 totals \$90,835. The board recently approved increases in salary, effective with the opening of the next school year.

♦ Crookston, Minn. The school board has approved adjustments in salary for the next year. These are in the form of normal increases for faculty members whose salaries have been below the maximum. Maximum salaries for next year will be \$1,150 in the grades, \$1,300 in the junior high school, and \$1,350 in the senior high school for women teachers. The maximum for men will be \$1,800.

♦ Berlin, Wis. Salary increases of \$50 to \$100 for high-school teachers have been approved by the school board.

♦ Henderson, Ky. Restoration of 5 per cent of the teachers' pay cuts has been ordered by the school board.

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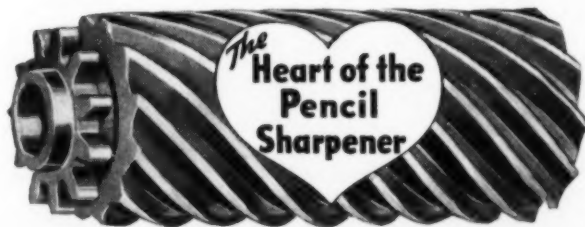
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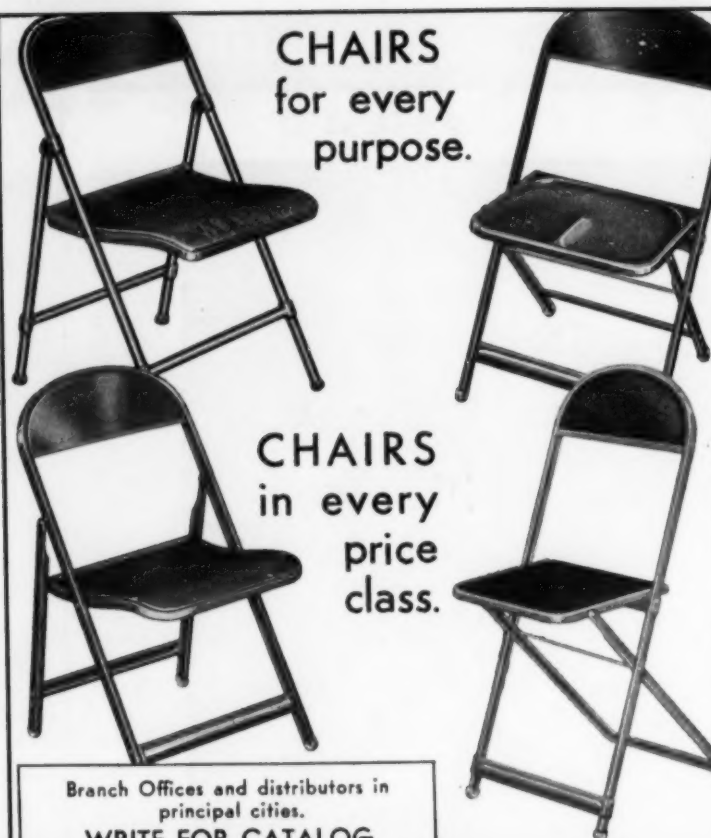


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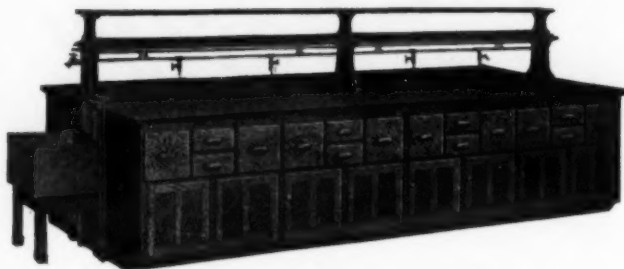
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School Finance and Taxation

A TAX DECISION OF IMPORTANCE

In a historic decision which destroys a precedent of 69 years standing, the U. S. Supreme Court, on March 27, ruled that the states can levy income tax against all officials and employees of the Federal Government.

The court at the same time reiterated the right of the Federal Government to tax state, county, and municipal employees, thus clearing the path for eventual reciprocal taxation by federal and state governments of nearly 4,000,000 persons on government payrolls.

Treasury officials have estimated that the Federal Government will benefit by \$16,000,000 annually from the decision, which brings within the purview of the tax collector 2,600,000 state and local employees, as well as 1,200,000 federal workers.

The decision is an outgrowth of two cases, in which the states of New York and Utah had sought sanction of their attempts to tax the incomes of federal employees.

FINANCE AND TAXATION

♦ Louisville, Ky. The Jefferson County board of education by adhering to a pay-as-you-go plan, has been able to keep the schools running full terms, and to offer better salaries. Supt. O. J. Stivers, in a recent statement, said that the board has not applied for WPA aid, except on one minor project, since federal aid was started six years ago.

♦ Shelbyville, Ky. The Shelby County board of education has adopted a county school-tax rate of 75 cents for this year. The increase in the tax rate from 70 to 75 cents will amount to

a little less than \$6,000, making the receipts of the board \$131,000, as compared to \$125,000 in 1938.

♦ Twice rebuffed, the Bloom High School District, Chicago Heights, Ill., has made another attempt to increase the district's educational rate from \$1 to \$1.21. The board has proposed a mandamus suit to effect a raise in the 1938 tax levy.

♦ Bowling Green, Ky. The Warren County board of education has adopted a budget of \$166,454 for the year 1939, with a decrease of \$3,700 in funds for the operation of the county school system. The budget was prepared on a county school tax levy of 75 cents per hundred, the same as for the past two years.

♦ Chicago, Ill. The board of education has approved its 1939 budget, calling for \$81,331,731. Of this amount the PWA is expected to contribute \$3,680,400. The remainder, \$71,132,236, exceeds the comparable 1938 budget estimate by \$3,012,795.

Included in the gross figure is an item of \$6,519,095, representing estimated losses in collection on the \$65,190,971 to be levied directly in taxation for the schools. With this deducted, the actual contemplated expenditures of the school system total \$74,812,636.

The action of Acting Governor John Stelle in signing the \$48,000,000 pegged education-fund-levy bill has made possible an additional week of school, lengthening the school year from 38 to 39 weeks.

♦ Newton, Mass. The board of education has taken steps toward solving the problem of cutting \$35,000 from its 1939 budget, as recommended by the finance committee of the board of aldermen. As one means of reducing its expenditures, the board has considered raising the entrance age to kindergartens to five years, which would effect a saving of \$5,000 this year, and \$20,000 in 1940. Included in the cuts is one of \$18,000 in school salaries and \$1,000 in vocational salaries.

♦ Frankfort, Ky. The Franklin County school board has adopted a 65-cent tax levy, which will result in the elimination of one month from the present school term of eight months.

♦ Ironwood, Mich. The school board has adopted a budget of \$236,888 for the year 1939, which is an increase over the estimate of \$217,620 for 1938. An increase of \$17,086 is provided for teachers' salaries.

♦ Detroit, Mich. The total school budget for 1939 which was set at \$37,034,981, has been cut to \$28,182,733 by the budget director.

♦ Tulsa, Okla. The Tulsa County Board of Equalization has approved a \$63,185 supplement appropriation for the board of education to insure the payment of teachers' salaries for the remainder of the school year.

♦ Muskegon, Mich. The board of education has adopted a budget for 1939, calling for an expenditure of \$804,000. This is \$129,000 less than the estimate for 1938. In reducing its budget, the board cut administration costs and asked the teachers to accept a 10 per cent reduction in salaries.

♦ Elkton, Mich. The school board has voted to close the schools two weeks earlier this year, because of a shortage of funds to keep the schools open.

♦ Mayfield, Ky. The school board has adopted a budget of \$103,412 for the school year 1939. The largest item in the budget is \$60,975 for teachers' salaries.

♦ Covington, Ky. The school board has approved a school tax levy of \$1.14 for the next year. Ninety cents of the levy will be used for maintenance and operation of the schools, and 15 cents for the sinking fund and interest purposes.

♦ Lennox, S. Dak. The school board has voted to retire all except \$5,000 of the bonded indebtedness of the schools. The original bond issue was in the sum of \$45,000 for the erection of the present high-school building.

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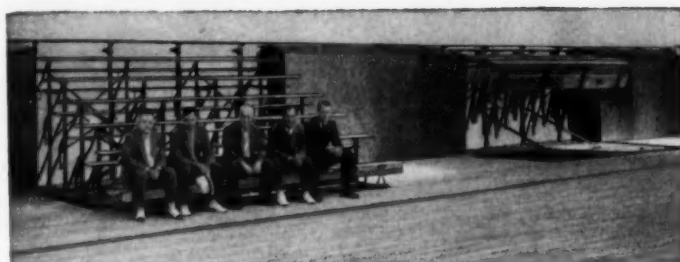
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Teachers and Administration

RETIREMENT IN HIGHLAND PARK

The board of education at Highland Park, Mich., has developed a program for the retirement of teachers. At the recommendation of Supt. W. H. Lemmel, all teachers who reach the age of 70 before July 1, 1939, will be retired at the end of the current school year. Two employees, a teacher and a principal, will be affected. Each year hereafter the age limit will be reduced by one year, until in July, 1944, the maximum age will be 65. At present 23 teachers and principals come within the age limits set under the new policy. These will receive a pension of \$100 per month. The gradual introduction of the plan is based upon two considerations: (1) the board desires to assume the pension load gradually so that funds will be available; (2) it is desired to give teachers an opportunity to adjust their affairs and thus to avoid hardships.

ANN ARBOR TEACHER EMPLOYMENT POLICIES

The board of education of Ann Arbor, Mich., has adopted new policies governing the physical and professional equipment of teachers in the schools. Under the new rules, all members of the school staff about to be given contracts, and all newly employed teachers about to begin their first year of service, must undergo a physical examination. The examination is to reveal conditions which may constitute a handicap to the teacher or a detriment to the pupils under her care.

Under the rules, a teacher who possesses a life certificate but who has not completed at least one year of college work in a twelve-year period, will automatically be retired at the end

of the present school year. The board has begun a study of the scholastic and professional work done by members of the staff, and this study will be repeated in the spring of 1945, and every fifth year thereafter.

Under the rules, any teacher who at age 60, has failed to meet the educational requirements of a beginning teacher, will be automatically retired. This policy becomes effective in June, 1939. Teachers who fail to meet the present scholastic requirements, as outlined by the State Board of Education will be encouraged to take a sabbatical leave for professional study.

NEW ULM ADOPTS NEW REGULATIONS FOR TEACHERS

The board of education at New Ulm, Minn., has adopted new regulations for teachers, governing summer-school attendance, retirement, and employment of department heads. All teachers in the public schools will be required to attend a six weeks' summer course at least once in every four years, the course and institution to be approved by the superintendent. An allowance of \$75 will be given to teachers taking such work, and this will be paid to a teacher only once in a given four-year period.

Teachers will be subject to compulsory retirement upon reaching the age of 65 years. The board has announced that it will pay \$50 per year to any instructor eligible to appointment as a department head.

Meriden, Conn. The teachers' association has petitioned the board of education to rescind its recent appointments of two nonresident teachers as principal of the Sherman School and art supervisor in the elementary schools. The association not only protested the appointments but strongly opposed the board's action in breaking the precedent established by previous boards of promoting teachers in the system when vacancies occur. The teachers, in their statement, contended that there were teachers in the system who could meet the state requirements, and that it

was not necessary to go out of town to secure applicants for the positions.

A report issued by the Wisconsin Education Association shows that in certain fields, every available candidate graduating from Wisconsin state teachers colleges last year was placed, and 85 per cent of all graduates in June, 1938, now have positions. All of the 1938 industrial-arts graduates and 90 per cent of those graduating from Stout are now employed. Commercial teachers were in great demand, with 95 per cent of the graduates placed.

The report showed that persons trained for rural teaching in the state colleges were almost certain of placement. Of the 1938 group, 98 per cent had obtained positions, and 91 per cent of those trained for elementary teaching are employed. High-school placement, though not as good as the elementary level, showed an average of seven placements out of every ten candidates.

New Haven, Conn. The school board has adopted a recommendation of Supt. Joseph A. Fitzgerald, providing for the reinstatement of eleven married teachers, who recently won their fight for a return to their positions in a court fight. Maternity teachers now on leave, but not among the group which won the court victory, will be given priority right according to the date of the expiration of their leaves.

Wabeno, Wis. Under a resolution adopted by the school board, any teacher who reaches the age of 55 and is eligible for a state teachers' pension, will be automatically retired from the school service.

Providence, R. I. The school board has adopted a budget of \$4,570,250 for the year 1939. This is \$25,537 less than the estimate for 1938. The board has set a blanket sum of \$3,451,984 for salaries of teachers and clerks, a figure which is \$65,000 less than the estimate for the last year. The salary item represents a cut of \$110,000 from the original estimate in the preliminary budget and involves the elimination of 50 teaching positions now vacant.

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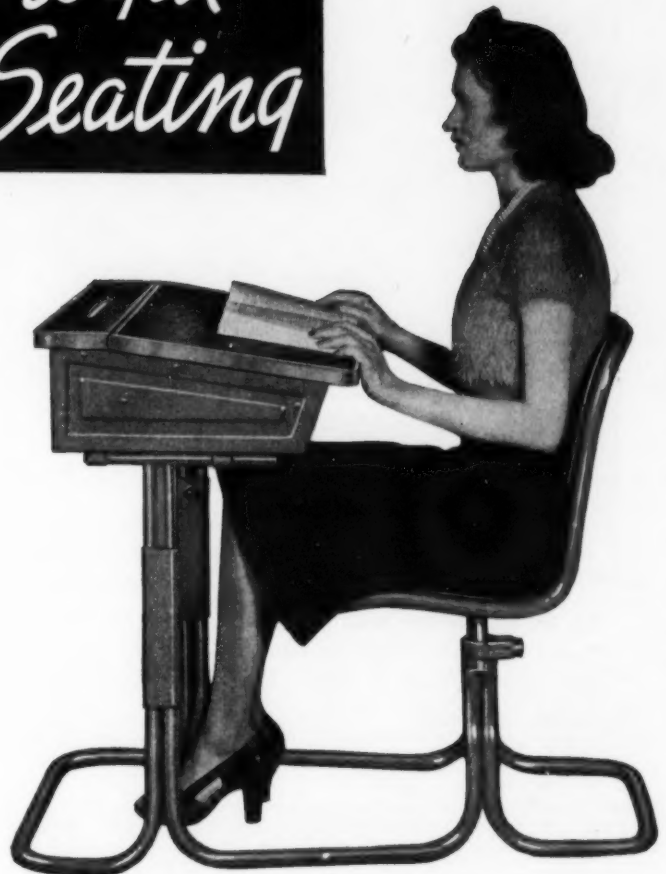
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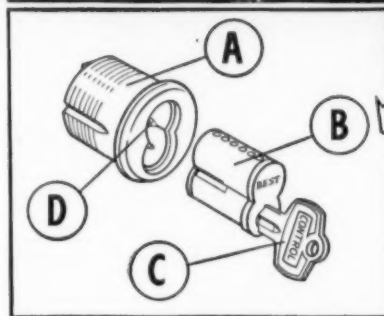
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School Administration News

♦ Somerset, Mass. A visual-education program has been inaugurated, with the installation of a 16-mm. silent projector, a stereopticon-reflector, and a 16-mm. sound projector.

♦ The school board of Hudson, Mass., has decreed that the question of graduation class rings and photographs shall be left to the parents of the high-school graduates. A meeting of parents and committee members was called to determine the matter.

♦ The board of education of Topeka, Kans., has rejected a proposal to provide a smoking room in the local high school.

♦ Boys and girls living in nonhigh-school districts of Illinois are being denied their opportunity for free education, according to the findings of a recent study by the Illinois Education Association. In at least seven counties, the association points out, tuition must be guaranteed in part by parents, or else the children are deprived of a high-school education. In 62 of the 101 nonhigh-school districts the districts were unable to pay their tuition claims in full in 1938.

Nonhigh-school districts are limited by state law in their taxing powers to fifty cents per each one hundred dollars of assessed valuation, a limit which is too low and is below that set for the high-school districts.

♦ Danville, Ill. The school board of Dist. 118 has voted to introduce the textbook rental system with the beginning of the fall term in September. It is estimated that the rental charges will not exceed one sixth of the cost of the books.

♦ Ripley, Ohio. A new system of cumulative report cards, prepared under the direction of Supt. H. D. West, has been placed in operation in the Brown County schools. The system provides two permanent records of each phase of a pupil's activity from the time he enters school

until he is graduated. One copy will be kept in the office of the local superintendent, and the other in the office of the county superintendent. The local record will follow the pupil from grade to grade in any school in which he may be enrolled.

♦ Bowling Green, Ky. The school board has made appropriations for the new departments of industrial arts and typing in the junior and senior high schools. The new courses will be inaugurated in the schools next September.

♦ Franklin, Ind. A survey of the elementary schools has been started by experts of Indiana University. The survey will cover the first eight grades. The findings will be used in revising the teaching methods.

♦ Centralia, Ill. Plans have been started for the establishment of a junior college. The estimated cost of operating the college is set at \$17,500 for the first year and \$15,500 for the succeeding years.

♦ Huntington, Ind. The public schools have superior equipment for visual-education purposes, in the opinion of Mr. M. McCabe Day, director of visual-education work in the schools. The extent of the equipment is due largely to the efforts of the department in raising its own funds for this work.

♦ Boulder, Colo. A textbook rental system will be placed in operation in the schools next September, under a decision of the board of education and the local parent council.

♦ Cambridge, Mass. The school board has approved a co-operative plan proposed by the library board, to interest public-school children in books, both for study and recreation. The program is a part of the library trustees' contribution in assisting the Cambridge Youth Commission, and will be put into immediate operation. The plan, in seven items, is as follows:

1. The school department to ask a teacher to volunteer as a teacher-librarian to care for the selection of books and their distribution at the school.

2. School department to co-operate with public library in printing book lists graded to age and class.

3. Annually in the fall to visit each school and have a qualified library assistant speak in an assembly period on such topics as: The library and its place in the community; how to become a patron; how to use the library; how to use the catalog; how a book is made; how to handle a book; how to read a book; what is in the library.

4. Suggest contests to bring out latent talent and interest in young minds.

5. Have meetings between school teacher-librarians and the city librarians to make plans for greater co-operation.

6. Headmaster and principals to make recommendations which would improve the service.

7. Adopt the orientation system used in Boston where classes visit neighborhood libraries in a body to study machinery of book distribution.

♦ Bridgeport, Conn. The board of education has refused the use of its school building for Communist party meetings.

♦ Southbridge, Mass. A new system of handling class photographs for seniors in the Wells High School has been placed in effect. The board of education has assisted student groups in the purchase of a camera for visual-education work and to furnish prints of graduation pictures at a small cost to each student. The pictures will be taken at the school by teachers, and each senior will be furnished with four prints, one for his own use, one for each of the local papers, and one for the school paper. There will be a substantial saving.

♦ Detroit, Mich. Supt. Frank Cody headed the annual spring clean-up week in that city, in which thousands of school children participated.

♦ Cape Girardeau, Mo. Two classes in retail salesmanship have been established, under the auspices of the school board and the State Board of Education.

♦ Jacksonville, Ill. The school board has approved a course in public safety in which students

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of the high school will be taught safe driving of automobiles.

♦ Crookston, Minn. The school board has authorized the establishment of a lyceum program for the year 1939-40.

♦ New Ulm, Minn. The school staff has been enlarged for the next year with the addition of a full-time co-ordinator, a full time speech instructor, a director of guidance, a woman physical-education teacher for girls, and a new commercial instructor. This makes a total of six new teachers since the school year 1937-38.

♦ The sixty-second annual conference of the American Library Association will be held May 26 to June 1, 1940, in Cincinnati, Ohio.

♦ Gloucester, Mass. The school board has approved changes in the high-school curriculum, proposed by Principal Leslie O. Johnson. The changes will include an expansion of the civics course, the introduction of general business for freshmen, consumer education for sophomore classes, a change in the Latin course for junior and senior classes, a new fourth-year history course, and an increase in credits for college physics from five to six.

♦ Waltham, Mass. The school board has approved a plan, calling for the reorganization of the junior high school. A ninth-grade division will be established in the senior high school, a seventh-grade division in the Wittemore School, and a transfer of pupils from the North Junior to the South Junior High School. A one-session program will be in effect in all junior high schools, permitting a short lunch and rest period and earlier closing of classes.

♦ The chairman of the public-relations committee of the board of education at Kalamazoo, Mich., has reported that during the first semester of the current school year, 310 separate news items regarding the schools had been released, an average of three for every day.

♦ Mr. Floyd I. McMurray, State Superintendent of Public Instruction of Indiana, has issued a warning to high-school graduates against ques-

tionable correspondence-school courses. He advises parents and students to investigate the schools before sending any money. Mr. McMurray said that there were fifty correspondence schools of good standing who welcomed investigation.

♦ Sedalia, Mo. The school board is sponsoring a free school for instruction on credits and collections for business and professional people.

♦ The fourth annual conference on educational and vocational guidance, in conjunction with the conference of New York State Public-School Counsellors, will be held in Syracuse University, Syracuse, N. Y., on July 20, 21, and 22. The findings of the Regents' Inquiry in New York State, as applied to school and community guidance, will be the main topic of the meeting.

♦ Oglesby, Ill. The school board has discontinued midyear graduation exercises in the schools. For the present there will be double promotions and some holding back of students. Within a period of one year it is expected that the new plan will be in general operation.

♦ Flint, Mich. The school board has announced that the six-three-three system will be discontinued, beginning with the school year 1939-40. Under the new plan, prepared by Supt. L. H. Lamb, a portion of the 7B students will remain in the elementary buildings instead of transferring to the junior high school. An equal number of 10B students will remain in the junior high schools. The change has been made because of overcrowded conditions in the junior and senior high schools.

♦ Lincoln, Nebr. The school board has voted to co-operate with the state planning board in a survey of occupations. Trends in occupations will be charted by the survey committee, to serve as a criterion for curriculum revision.

♦ The school board of Rockford, Ill., has named three of its school buildings in honor of local educators of a past day. One was named the Walker School, in honor of Peleg Remington Walker, superintendent from 1884 to 1913. Another was named Freeman School, in honor of

Henry Freeman, principal and superintendent from 1859 to 1880. The third was named Barbour School, in memory of O. H. Barbour, principal of the old Kent School for thirty-four years.

♦ The school board of Omaha, Nebr., has passed a rule that hereafter, all sessions of the committee-of-the-whole shall be open to the public.

School Hygiene Notes

♦ Augusta, Ga. At the suggestion of the high-school committee, the school board has approved voluntary tuberculin tests for students in the county high schools. The program is being sponsored by the Richmond County Tuberculosis Association and the Junior Chamber of Commerce.

♦ Grand Rapids, Mich. Supt. Arthur W. Krause has ordered the closing of the sixteen open-window rooms in the city schools. School and city health authorities have declared themselves in favor of the discontinuance of these rooms. They hold that open-window rooms no longer have a place in the prevention or treatment of tuberculosis.

♦ Bay City, Mich. The board of education, the medical society, and the state board of health are co-operating in the organization of a new health setup for the city.

♦ Oshkosh, Wis. The school board has approved a plan for the employment of a dental hygienist for the public schools, the service to begin next September. The hygienist will serve as a health teacher, visiting all of the schools, making routine examinations, and reporting on her findings and observations to the parents of school children.

♦ Monroe, Wis. The school board has granted teachers five full days of sick leave each school year, with full pay. The former leave was on a half-day basis.

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Personal News of School Officials

• A hand-engraved scroll, bearing the signatures of professional and other employees of the Grosse Pointe (Michigan) board of education, was presented to Dr. SAMUEL M. BROWNELL, of Yale University, at the Yale Luncheon, during the Cleveland meeting of the American Association of School Administrators. Dr. Brownell was at one time superintendent of schools in Grosse Pointe.

• Mr. MILTON E. LOOMIS has been appointed Associate Commissioner of Education for New York State. He succeeds Harlan H. Horner, who retired on January 30.

• The school board at Sioux Center, Iowa, has reorganized with the election of JOHN WESSELINK as president.

• The school board at Warren, R. I., has elected ANDREW MESSIER as president, and MARY MASON as secretary.

• The school board at Wenham, Mass., has reorganized with the election of DELANO M. KENNARD as president, and ROGER R. WHITTIER as secretary.

• Rev. F. P. DANIELS has been elected president of the school board at Windsor, Vt.

• Mr. FRED A. DUSHAME has been elected president of the school board of Methuen, Mass.

• Mr. JOHN C. HENNESSEY has been elected president of the school board at Bellows Falls, Vt.

• Mr. E. H. BALL has been elected president of the school board at Aztec, N. Mex.

• Dr. V. E. FREEMAN has been elected a member of the school board at Moorhead, Minn., to succeed the late Mr. S. O. Westberg. Mr. Westberg had served the board for sixteen years, eleven of which he officiated as treasurer.

• Mr. E. L. GOFF has been re-elected president of the board of education at Raton, N. Mex.

• The school board of Tucumcari, N. Mex., has reorganized with the election of W. F. BALL as president; J. A. GAFFORD as vice-president; and Mrs. F. C. HANNABIS as secretary.

• Mr. PRESTON H. HOOD has been re-elected a member of the school board at Somerset, Mass.

• Mr. FRED E. GLEASON has been re-elected president of the school board at Burlington, Vt.

• Mr. GEORGE BLACKWELL has been elected secretary of the school board at St. Joseph, Mo. He succeeds Tracy E. Dale.

• Mr. HECTOR M. LECLAIR has been elected president of the school board at Southbridge, Mass.

• Mr. EDWIN E. WARNER has been re-elected president of the school board at Orange, Mass.

• Mr. FREDERICK SMITH has been re-elected president of the school board at Andover, Mass. ARTHUR R. LEWIS was named secretary.

• Mr. W. G. MARTIN has been re-elected president of the school board at Marblehead, Mass.

• Mr. ELWOOD BURDSALL, former president of the school board at Port Chester, N. Y., died at his home on March 10. He was 83 years old.

• The school board of Salisbury, Mass., has reorganized with the election of N. NEAL PIKE as president, and Mrs. LILLIAN PIKE as secretary.

• Dr. V. B. VANDERLOO has been elected president of the board of education at Dubuque, Iowa. He succeeds Harold J. Nachtman.

• Mr. E. G. SQUIRE has been re-elected president of the board of education at Shenandoah, Iowa.

• Mrs. M. P. SUMMERS has been elected president of the board of education at Sioux City, Iowa. Mrs. Summers is serving her fourth term as a member of the board.

• Mr. GUY HYDE has been elected president of the board of education at Oskaloosa, Iowa. He succeeds Dr. G. F. Livermore.

• Mr. CHARLES S. MCKINSTRY has been re-elected as president of the board of education at East Waterloo, Iowa.

• Mr. JOHN L. UBAN has been elected president of the board of education at West Waterloo, Iowa. He succeeds C. W. Shirey.

• Mr. R. E. ROBERTSON has been re-elected as president of the board of education at Mason City, Iowa. R. E. WILEY was renamed as vice-president.

• Mr. GEORGE HELBLE has been re-elected as president of the board of education at Bettendorf, Iowa.

• Mrs. HUBERT JAMES has been elected president of the board of education at Des Moines, Iowa. Mrs. James succeeds Craig T. Wright.

• The school board of Brookline, Mass., has re-elected Mr. GEORGE E. HILLS as president. Miss MARY ADAMS has been named secretary.

• Mr. JOHN FREEMAN, a former president and treasurer of the board of education at Bedford, Ohio, died on March 3, at the age of 79.

• Mr. RALPH R. PATCH has been elected president of the school board at Stoneham, Mass.

• Mr. RAY M. ARNOLD has been elected president of the school board at Iowa Falls, Iowa. He succeeds L. H. Clark.

• Mr. JOHN T. TROY has been elected secretary of the school board at Rockland, Mass.

• Mr. W. H. JOHNSON has been re-elected president of the school board at Salem, Iowa.

• Mr. ROY J. RIDLEY has been re-elected president of the school board at Estherville, Iowa.

• The school board at North Little Rock, Ark., has reorganized with the election of TOM F. DIGBY as president; BERNARD GUENTER as vice-president; and R. A. COX as secretary.

• Mr. LINDSAY KEITH has been re-elected president of the school board at Reinbeck, Iowa.

• Mr. H. G. HAYES has been re-elected president of the school board at Maquoketa, Iowa.

• Mr. FLOYD BREDER has been elected president of the school board at Mediapolis, Iowa.

• Dr. E. W. SENN has been elected president of the school board at Owatonna, Minn. KATHARINE I. BEMIS was named secretary.

• Mr. HARRY FREEMAN has been elected president of the school board at Clear Lake, Iowa.

• Dr. C. S. RENSHAW has been elected president of the school board at Inwood, Iowa.

• Mrs. IRENE THOMPSON has been re-elected president of the school board at West Branch, Iowa.

• Mr. EDWARD RUGGERBERG has been elected president of the school board at Oxford Junction, Iowa.

• Miss DOROTHY LANDESS has been re-elected clerk of the board of education at Concordia, Kans. Dr. FRANK KINNAMON, JOHN PERRY, and D. L. MATTHEW have been re-elected as members of the board.

• Mr. ROBERT R. ZIMMERMAN has been re-elected president of the board of education of Glassboro, N. J. FRED E. SWARTZ has been renamed vice-president.

• Mr. WALTER E. BOYD has been re-elected president of the school board at Hudson, Mass.

• The school board of Glendale, Iowa, has reorganized with the election of Mrs. NORMAN S. GENUING as president. Dr. WARD A. DEYOUNG and Dr. LEO HOLLINGSHEAD were re-elected as members.

• Dr. E. PFEIFFER has been re-elected president of the school board of Hartley, Iowa.

• Mr. R. B. LONG has been re-elected as president of the school board at Virginia, Ill.

• The school board at Wilton, Iowa, has re-elected Mr. H. R. MAURER as president. E. C. WHITMER was renamed vice-president.

• Dr. JAMES P. HOLLERS has been re-elected president of the board of education at San Antonio, Tex.

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NEWS OF OFFICIALS

- Mr. ROBERT B. FRASER has been re-elected president of the school board at Amesbury, Mass.
- Mr. CHARLES B. ROCKWELL has been re-elected president of the school board at Bristol, R. I.
- Mr. ARTHUR L. RENY has been elected president of the school board at Waterville, Me.
- Mr. W. W. BROWN, secretary and business manager of the school board at Wichita Falls, Tex., died at his home on March 5, after a short illness of pneumonia. Mr. Brown became a member of the board in 1903. In 1905 he became secretary, and in 1920 he was elected to the position of business manager and secretary. He was a lover of children and devoted his best interests to the students and teachers.
- WILLIAM BYRCE MUNDIE, architect of the Chicago board of education from 1898 to 1905, died March 27, aged 76. Mr. Mundie was responsible for many of the permanent features of Chicago school buildings and did much during his term of office to improve the planning of classrooms and their lighting, and to better the heating and ventilation of schoolhouses.
- He was at the time of his death senior member of the firm of Mundie, Jensen, Bourke, and Havens. Under the name of Jenney & Mundie, the firm designed and supervised the construction of many school buildings in the Middle West.
- Dr. A. S. HARRISON has been elected president of the school board at Davison, Mich. BERT UPTGRAFF was named secretary.
- Mr. ARTHUR VALENTINE has been re-elected president of the school board at Norton, Mass.
- J. B. MELTON has been elected vice-president of the school board at Meridian, Miss.
- The school board at Rochester, Minn., has reorganized with the election of DR. A. H. SANFORD as president; R. W. CHADWICK as clerk; and E. A. WOBSCHELL as vice-president.
- Mr. F. A. KAYSER has been elected president of the school board at Webster City, Iowa.
- The school board at Montpelier, Vt., has reorganized with the re-election of FRED E. GLEASON as president; M. L. KELLEY as secretary; FRANK C. CORRY as treasurer; and H. G. WOODRUFF as assistant treasurer.
- Mr. M. E. JENKINS has been elected president of the school board at Perry, Iowa.
- Dr. W. T. WEBB has been re-elected president of the board of education at Fairfield, Iowa.
- Dr. R. E. TABER has been re-elected president of the board of education at Marshalltown, Iowa. Mr. R. C. McCAGUE was renamed vice-president.

- Mrs. RUTH K. RICE has been re-elected president of the board of education at Albuquerque, N. Mex.
- The school board at Ottumwa, Iowa, has reorganized with the election of C. C. LOWENBERG as president, and ERNEST MANN as vice-president.
- Mr. ALBERT B. SIDWELL has been elected president of the board of education at Iowa City, Iowa.
- Mr. P. G. ROBINSON has been elected president of the board of education at Ames, Iowa.
- Mr. HENRY WALLACE has been re-elected president of the board of education at Boone, Iowa.
- Mr. WILLIAM T. OTTO has been re-elected president of the board of education at Carroll, Iowa.
- Mrs. CLARA BOYCE has been elected president of the board of education at Nevada, Iowa.
- Dr. ELWOOD E. DOWNS, president since 1933 of the board of education at Woodbury, N. J., died suddenly on March 18. Dr. Downs during his service on the board, had been active in the support of a new salary schedule, in the construction of an athletic field and school-building projects, and in the general support of a progressive program of education. He was a radiologist on the staff of the Underwood Hospital, in Woodbury, and was a Fellow in the American College of Radiology.
- Mr. H. W. DUTTER has been re-elected head of the public schools of Coleraine, Minn.
- Supt. K. D. MILLER, of Fort Dodge, Iowa, has been re-elected for the next year.
- Supt. A. D. DOBBS, of Childress, Tex., has been re-elected for another year.
- Supt. R. A. GRETENBERG, of Imlay City, Mich., has been re-elected for his twentieth term.
- Supt. W. K. DeLAHUNT, of Benson, Minn., has been re-elected for a fourth year.
- Supt. E. A. TREVOR, of Platte, S. Dak., has been re-elected for another three-year term.
- Supt. J. B. LONGSDORF, of Bluffton, Ohio, has been re-elected for a three-year term.
- Supt. CARL J. MOE, of Dassel, Minn., has been re-elected for another year.
- Dr. DOUGLAS E. SCATES, formerly director of research at Cincinnati, Ohio, has accepted the position of professor of education at Duke University, Durham, N. C.
- Mr. E. T. RIDENOUR has been elected superintendent of schools at Pemberville, Ohio.
- Mr. L. H. CALLEDAR, superintendent of schools at St. Charles, Iowa, died on March 19, at the age of 42.
- Supt. W. H. HOYMAN, of Indianola, Iowa, has been re-elected for his thirteenth year.
- Supt. L. B. HAWTHORNE, of Mexico, Mo., has been re-elected for another year.

- Mr. DONALD H. YONKER has been elected superintendent of schools at Ortonville, Mich. He succeeds Raymond N. Baker.
- Mr. KARL E. WHINNERY, formerly principal of the high school at Sandusky, Ohio, has been elected superintendent of schools. He succeeds Frank J. Prout, who has become president of the Bowling Green State University.
- Supt. EARL R. GATES, of New Baltimore, Mich., has been re-elected for another year.
- Dr. GENEVIEVE M. LEARY, of New Haven, Conn., has been appointed director of elementary instruction for the public schools of Hartford. The appointment takes effect September 1.
- Mr. W. A. ANDREWS, of Lake City, Minn., has been elected superintendent of schools at New Ulm. He succeeds Harold C. Bauer, who will become superintendent at Winona.
- Mr. ARTHUR VALENTINE has been re-elected president of the school board at Norton, Mass.
- Mr. ALBERT WOOLRIDGE, of Peterson, Iowa, has been re-elected for another year.
- Mr. GAYLORD D. SHUMWAY, of Algona, Iowa, has been re-elected.
- The school board at Bridgewater, Mass., has reorganized with the re-election of HAROLD D. HUNT as president, and JOHN C. DAVIS as secretary.
- Mr. O. C. PFAFF has been elected president of the school board at Fort Dodge, Iowa.
- Mr. CLOPPER ALMON has been re-elected president of the school board at Sheffield, Ala.
- Mr. JAY HASSINGER has been elected president of the school board at Beavertown, Pa.
- Mr. H. V. HIGLEY has been re-elected president of the school board at Marinette, Wis.
- Mr. GEORGE BLACKWELL, formerly principal of the Roosevelt Junior High School at St. Joseph, Mo., has been elected secretary and business manager of the St. Joseph board of education. He succeeds T. E. Dale.
- Supt. F. F. ROWE, of LaGrange, Ga., has been re-elected for this twenty-third term.
- Supt. S. T. MANUEL, of Audubon, Iowa, has been re-elected for a three-year term.
- Supt. E. G. KELLEY, of Lamoni, Iowa, has been re-elected for a two-year term.
- Supt. L. P. SEWELL, of Dennison, Iowa, has been re-elected for a three-year term.
- Supt. HOWARD E. THOMPSON, of Inwood, Iowa, has been re-elected for the next year.
- Supt. R. P. SWEENEY, of Santa Fe, N. Mex., has been re-elected for another year.
- Supt. N. C. CALVERT, of Avalon, Mo., has been re-elected for a third term.

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Teacher Tenure Discussed by School Boards

Annual Convention of Wisconsin Association of School Boards

The nineteenth annual conference of the school boards of Wisconsin was held on April 21 and 22, in Madison. The sessions were engaged in discussing pupil tuition, bus transportation, teacher tenure, and various amendments to present laws.

The Wisconsin legislature being in session suspended all pending school legislation until the school-board convention had been held and would express itself clearly on several questions. Senator E. J. Roethe, chairman of the committee on education, attended the convention for the purpose of learning at first hand what was in the minds of the school administrators. Other members of the legislature were also on hand to learn the desires of their constituents.

The Teacher-Tenure Law

While various questions were discussed, it soon became evident that the interest of the delegates was centered upon the present teacher-tenure law which provides that after three years' service, no teacher can be removed without the presentation of formal charges and a public hearing if so demanded.

The law has not proved satisfactory, more especially to the rural and the smaller village school authorities. The plan adopted in bringing the teacher-tenure law under discussion was to invite brief expressions from school-board members in all sections of the state. The following expressions give an idea of the experiences and viewpoints of school officials on the teacher-tenure plan:

We believe that a good teacher does not need tenure protection and a poor teacher does not deserve it.

Marriage should nullify tenure. The retirement act should be definite.

We don't want to give life jobs to anybody.

Teacher tenure involves the ugly scene of a public hearing. It looks like a simple matter but it is nevertheless like a court scene.

It has been our policy not to employ married women teachers. We removed a teacher when she married. She appealed to the courts and we lost. We appealed to the Supreme Court and lost once more. We had to pay back salary and re-employ the woman.

If a teacher employs a lawyer to fight dismissal, the board must employ a lawyer, and we don't feel like spending the taxpayers' money that way.

The teacher-tenure act should be repealed. We dismissed a principal who had been with us one year. He was a good man but we did not deem it wise to get ourselves tied up with the tenure law. Married women teachers ought to be removable. An age limit for the retirement of old teachers should be set.

The tenure law takes the right from the people to hire and gives that right to the teacher.

To get rid of an incompetent teacher is almost impossible, more especially where the superintendent is unwilling to furnish the proof. A disagreeable situation arises when people refuse to testify against an incompetent teacher.

We urge the repeal of all teacher-tenure laws. These laws force upon us teachers whom we do not want. Some of the teachers believe they own the schools—the board has nothing to say.

We have for the past fifteen years dismissed teachers for sufficient cause, with the result that no hearings were demanded or granted.

We favor the tenure principle—we urged retirement at 65—at the discretion of the board. The hands of school authorities should not be tied in a close case.

The tenure law was shoved down our throats. It ought to be repealed.

The larger communities tolerate the law—the smaller do not want it.

We have operated under tenure and have had no trouble. Where teachers have not proved satisfactory, they have retired voluntarily.

A teacher-tenure law is nothing but a teacher's law. No school-board member would make such a law.

Controversial Questions

The convention was opened with an address of welcome, extended by Colonel William C. Maas, private secretary to Governor Julius P. Heil. He gave assurance of a friendly attitude toward school interests. Mayor James R. Law, of Madison, also extended words of welcome.

An address entitled, "A Controversial Issue in Education," was delivered by Edgar G. Doudna. Another entitled, "School Boards and the Community," was given by Paul J. Misner, Superintendent of Schools, Glenwood, Ill. The evening dinner was addressed by Julian Bryan, of New York City, on "Education in the Lands of the Dictators."

The tuition law of the state was also discussed. This law, which provides a minimum of \$2 and a maximum of \$3, is entirely based upon instruction costs. It has, in instances, proved an actual loss to school systems which have accepted tuition students. The proposal was made that the present law be amended so as to include overhead charges, maintenance costs, investment, and transportation expenses.

The meetings were conducted by President R. W. Mills, of Fond du Lac. Mrs. Maude Johnston, Glenwood City, served as recording secretary, and Mrs. Letha Bannerman as executive secretary. The present officers were re-elected. They are: President, R. W. Mills, Fond du Lac; vice-president, C. E. Treleven, Nekeosa; second vice-president, Mrs. Maude Johnston, Glenwood City; executive secretary, Mrs. L. Bannerman, Wausau; treasurer, C. D. Rejahl, Beloit.

• Supt. GORDON EWING, of Hillman, Mich., has been re-elected.

• Mr. MARTIN LANGEHAUG has been elected superintendent of schools at Storden, Minn. He was formerly principal of the Truman High School.

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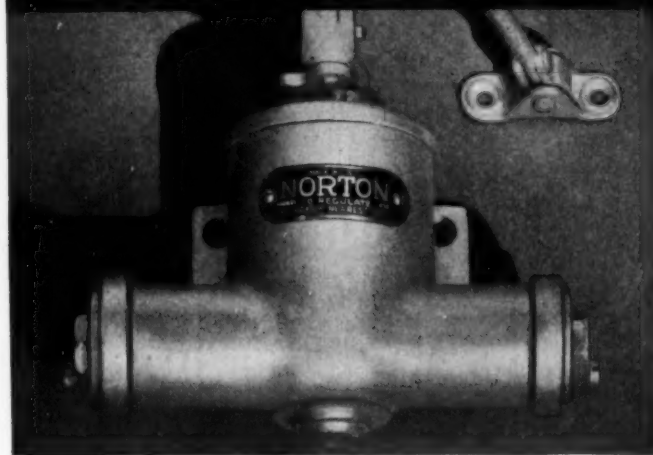


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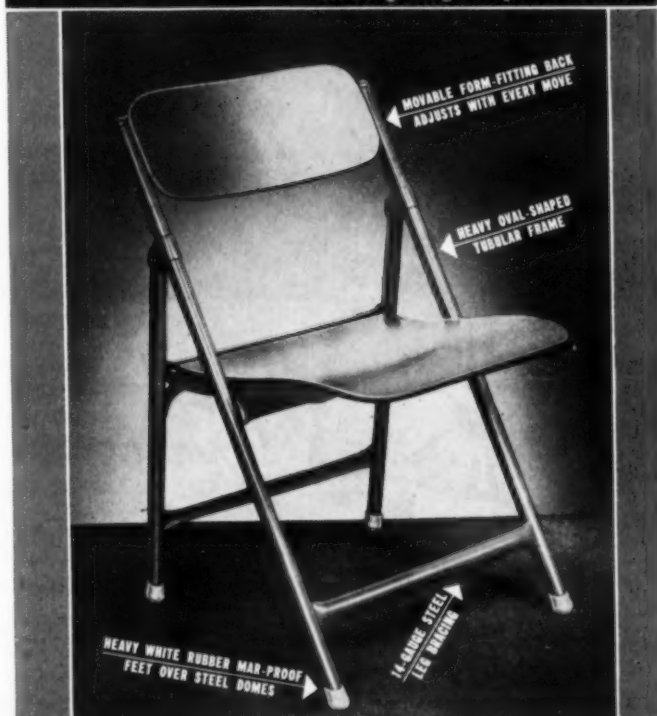
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CITY STATE

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ELEMENTARY SCHOOL PLANTS IN DUPLICATE

(Continued from page 48)

The administrative unit is most conveniently arranged in that there is an open passageway directly from the main office and the principal's office, straight through to the clinic rooms and the pupils' rest room. Thus, the principal is immediately available in case of need or emergency.

The main office is long and quite narrow, with a curved counter running the full length. Pupils may be easily accommodated at the counter, and do not have to stand four or five deep along the walls while waiting to be served. Also, the office is equipped with generous drawer space, many of the drawers of filing size so that school and attendance records are right at hand. Also, in the office are located the master-controlled electric clock, a master radio system extending into all classrooms, and the switchboard for the intercommunicating telephone system.

Another feature of the main office is the built-in trophy case. This is locked from the inside, so that trophies can be handled only from within the office. The entire corner is glassed in, and since it overlooks a main outside corridor, pupils may view the trophies while passing to and from classes.

Leading from the main office is the principal's private office and the concrete vault for school records, the nurse's headquarters, the physical-examination room, the children's rest room and toilet, and the teachers' toilet and rest room. The latter is also accessible from the outside, by a private entrance—a great convenience in rainy weather or in case of illness. Also, it is equipped with an alcove

for the teachers' library, and is furnished with study tables, desks, chairs, and cots.

Outside the administration building, as well as of all other buildings, is a concrete-roofed corridor or walk, approximately eight feet wide, which insures pupils dry entrance and exit in case of rain. Because there are no retaining posts, pupils are not subjected to the hazard of bumping into posts or arcades. The concrete projections are mere extensions of the roof, and are heavily supported by the weight of the roof acting counter to the side walls.

The classrooms have battleship-linoleum floors placed over the concrete, thus adding to the comfort, health, and safety of pupils. Each classroom has an adjoining outdoor activity room, accessible through individual doors. The activity room is roofless, is a third as large as the main classroom, and has a concrete floor. Thus, in warm weather, it may be utilized for outdoor projects such as gardening, nature study, physical education, games, programs, parties, and other activities that lend themselves readily to outdoor participation.

Added features of the classrooms are ample closet and storage space and a sink. These utilities are all built directly into the walls, thus, the hazard of bumping into doors and drawers is largely eliminated; and also, pupils need not tarry in the halls in the morning to hang up their wraps, but may go directly to the classroom. Each pupil is assigned his own cupboard where he keeps his possessions. This arrangement is a factor in cutting down tardiness, in reducing thieving, and in educating pupils to care properly for their possessions.

A third feature of the classrooms is that the ceilings are treated acoustically. This

feature aids the teacher in keeping the rooms quiet, and at the same time serves to keep down the pupils' nervous tension. Tests have proved definitely that such acoustical treatment is beneficial to the nervous systems of both pupils and teachers.

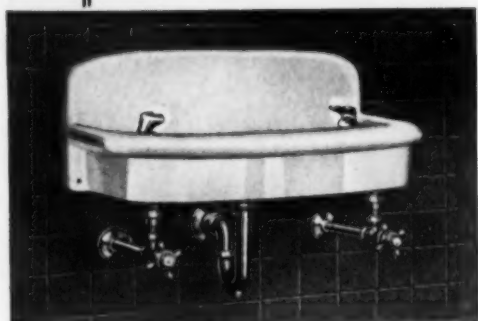
A fourth classroom feature is the installation of gray blackboards, on which is used a yellow chalk-wax compound that discharges very little dust. Around three sides of each blackboard are wide panels of cork, used as bulletin boards for the display of seatwork, on the theory that paper work is more valuable to pupils than is board work. For this same purpose, all closet doors have been covered with cork.

The railing at the base of the blackboards has a deep groove running horizontally, so that dust falling from the chalk is caught and does not permeate the room. All classroom doors, incidentally, swing out; but because of the built-in cupboards and closets along the hall wall, the doors stand flush with the hall when opened, and accidents from bumping into opened doors are eliminated.

A fifth feature is the window treatment. One entire side of each room is given over to windows, which extend clear to the ceiling. Over the upper section are placed fixed Venetian blinds, scientifically adjusted to meet adequately the lighting needs in that particular place. Thus, a room with sunless north exposure has its Venetian blinds fixed to admit a maximum of light, with the rays falling at an angle best suited to the needs of the pupils. Windows with south exposure, on the other hand, have the blinds fixed to admit a lesser amount of light, and so adjusted to prevent the direct rays of the sun from falling on the pupils' desks.



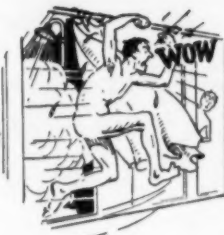
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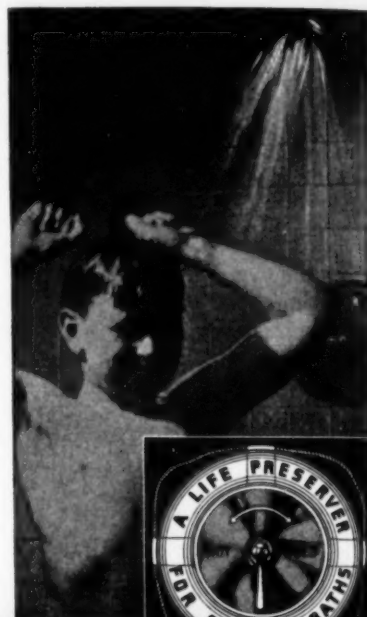
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The lower section of the Venetian blinds are adjustable to meet the day-to-day variations in sunlight. However, these lower blinds are equipped with a limiting device so that the slats cannot be reversed to let the sun through. This arrangement is superior to the old vertical blinds, as these latter threw too much reflection on the desks. The new system does away with this objection, and distributes the light evenly on the ceiling, so that it is possible to control the brightness of the ceiling light as well as that from the windows.

Incidentally, these fixed Venetian blinds are set into frames that are hinged. Thus, they may be easily turned down, and cleaned with a vacuum cleaner. This is a helpful innovation, as the cleaning of Venetian blinds in a large school is a very considerable problem.

These blinds are white on the outside, to reflect more light into the rooms. On the inside, they are of a light neutral color, as it is eye fatiguing to look from light walls to darker boards.

The interior painting of the classrooms has been made very practical in order to eliminate eye fatigue, but at the same time, the effect is aesthetic and pleasing. Throughout all the rooms, rejuvenating colors have been used. In other words, each classroom is not painted in one single color, but two colors are used, complementary to each other. Medical science has established the fact that the use of such rejuvenating colors is definitely beneficial to the eyes. Yet always, these colors have been selected from the viewpoint of harmony and beauty.

In fact, the artist in charge of selecting the color combinations is a Beaux Arts man

of France, and a renowned painter of murals and landscapes. Fortunately, the progressive board of trustees and the district superintendent of El Monte have been wise enough to hire experts to do the work, and then have been liberal enough to let them go ahead without interference or restrictions.

Other classroom features are the air conditioning, which forces fresh air into all rooms at all times; individual gas heaters in each room, properly vented to prevent danger from asphyxiation; the general elimination of doorknobs, each door being equipped with a pull handle on the outside and a push plate on the inside; and the separate entrance and playground for the kindergarten.

The combination auditorium and cafeteria is interiorly a beautiful and practical building. Large and spacious, it has a high ceiling, ornamented with a design in rectangular wooden bars, which give the effect of mosaic. The deep stage and the dressing rooms extend across the front of the auditorium, and beneath the stage is space where seats and tables are kept when not in use. These are placed on roller-bearing shelves, and easily slipped under the stage.

To the rear of the auditorium is the cafeteria kitchen, completely separated from the main hall, so that when the doors are closed, the auditorium is not disturbed by noises from the kitchen. The teachers' lunchroom also adjoins the kitchen. The serving counter, tray railings, and other fixed equipment are made of stainless steel.

The all-tile steam tables are perhaps the best yet devised for this purpose, as they are not only electrically controlled, but each unit is connected by a separate switch and

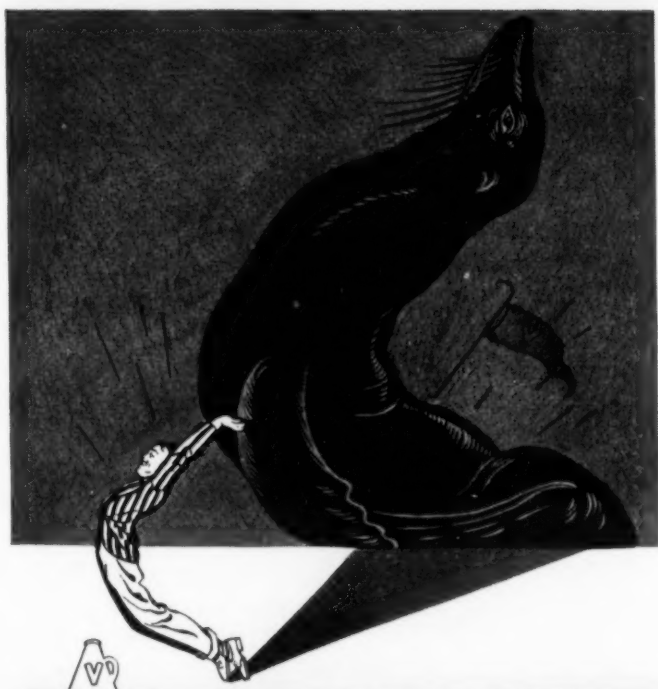
this can be disconnected at will. The electric steam table eliminates fire hazard, and is eminently practicable, clean, evenly heated, and efficient.

Adjoining the kitchen is a separate dishwashing room, which may be shut off, and all noises eliminated. The cupboards are conveniently placed so that the dishes, after being washed, may be immediately stored. Also, there is a separate store and supply room, with an outside entrance, so that supply trucks may make deliveries directly to this room. In planning of the kitchen, ample space was also provided for a dishwashing machine, electric refrigeration units, stoves, and other necessary equipment.

Because the school serves a large suburban community and few pupils live close enough to go home to lunch, pupils are required to eat in the cafeteria, whether they purchase or bring their lunch. It has been found that pupils gathered thus in one room instead of being scattered over the campus, take the time to eat more slowly, and also they are not bothered with ants, flies, and dust. The cafeteria is under faculty supervision, and pupils are required to wash their hands before coming to the table, and thus acquire a necessary hygienic habit.

After lunch, all pupils are required to stay in the cafeteria until the buzzer sounds, at which time they are released to the school grounds for a play period. Thus, the compulsory cafeteria attendance has a disciplinary advantage; and at the same time, pupils unconsciously improve their manners when eating at table with friends.

Other features which stamp the El Monte
(Concluded on page 104)



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One never finds unsightly, dust-catching cracks in PYRA-SEAL treated floors. That's because PYRA-SEAL is so flexible . . . bending with every movement of the floor. Gives an unbroken, yet slip-proof finish that defies age and wear. Athletic boards are enthusiastic about PYRA-SEAL'S smart appearance and the way it makes fast play *Safe* . . . School boards praise its long, economical wear. The most practical floor finish for any school or gymnasium floor.

Only PYRA-SEAL Treatment Can Give You PYRA-SEAL Results

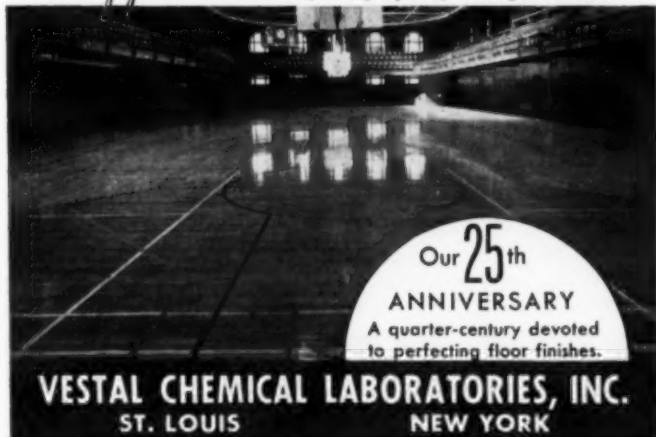
It isn't by accident that PYRA-SEAL treated floors look so beautiful—so long. PYRA-SEAL is made to do that. It is impervious to hot or cold water, acids, alkalis, alcohol, and ink. Gives a rich appearance with slip-proof safety. The most practical seal for gymnasium floors. Accept no substitute.

Learn how PYRA-SEAL can solve your floor maintenance problems.

Write for free catalog today.

Approved

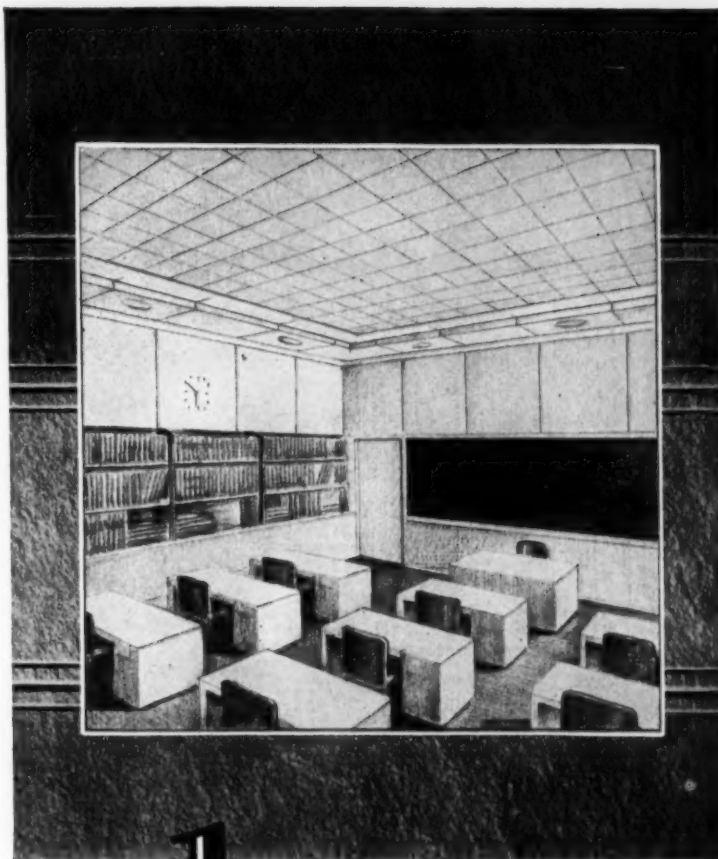
and recommended by the Maple Flooring Mfrs. Assn., National Oak Flooring Mfrs. Assn., and specified by leading Architects.



Our 25th
ANNIVERSARY

A quarter-century devoted
to perfecting floor finishes.

VESTAL CHEMICAL LABORATORIES, INC.
ST. LOUIS NEW YORK



Schoolroom planned for Blendtex
by Vogelgesang-Cone

In 1 operation build insulate decorate quiet noise

Now walls and ceilings help instructors, help students!

Weatherwood* Blendtex, the 4-way wall and ceiling treatment builds, insulates, decorates and quiets all in one easy operation and at an amazingly low cost. This useful material comes in soft pastel colors predecorated to eliminate the need for frequent redecoration.

Ask your USG dealer how Blendtex can help you build new schoolrooms or modernize existing ones. Mail the coupon.

WEATHERWOOD BLENDTEX

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Product of UNITED STATES GYPSUM COMPANY
300 West Adams St., Chicago, Illinois

United States Gypsum Co., 300 West Adams St., Chicago, Ill. ASDJ-5
Please send me ideas for Blendtex in schoolrooms.



Name

Address

City State




SUPERTHERM
This beautiful new Room Thermostat gives faster response and more accurate control. Can be furnished in a range of colors to harmonize with decorations. Small in size—BIG in performance. A unit of the outstanding Barber-Colman electric system. Write for details.

BARBER-COLMAN
ELECTRIC SYSTEM OF TEMPERATURE CONTROL

Better Controls

BARBER-COLMAN COMPANY
ROCKFORD, ILLINOIS



**DISPOSE
OF
WASTE
HERE**

**SOLAR WASTE
RECEPTACLES**
—invite use

They make it easy to "Dispose of Waste Here". In corridors, class rooms, wash rooms, toilet rooms and on playgrounds—everywhere they help keep things neat, clean and tidy. The swinging top opens at a touch and silently closes again. Many sizes and a variety of finishes. Last indefinitely. Save Janitors' time. Reduce fire hazard.

Write today for prices and interesting booklet.

SOLAR-STURGES MFG. CO.
MELROSE PARK, ILLINOIS

(Concluded from page 102)

twin school plants as different are these: The roofs of the buildings are painted with aluminum paint, to preserve the roofing and also to reduce the summer temperature approximately fifteen degrees; the absence of square corners throughout the buildings almost completely eliminates the danger of serious accidents from crowding and bumping; the buildings are only one story high, as the sites were purchased in acreage and are comparatively inexpensive. And, of course, the advantages of the one-story school from the viewpoint of health, discipline, safety, and timesaving, are too well known to warrant discussion.

A large incinerator has been built between the boys' and girls' washrooms in the central wing. Thus, no rubbish is burned on the school grounds.

Because these two schools are located near arterial highways but away from traffic, there is no noise to detract from schoolwork. Other factors which prevent distractions are the arrangement of classrooms so that no windows look directly into each other across the quadrangles, and the fitting of all doors with opaque glass.

The school yard is completely enclosed by a fence, no pupil being allowed to leave the grounds without a permit. A bus-loading and unloading station is provided. A circular driveway has been constructed, and the pupils march out to the bus station under the supervision of a teacher. They wait at the gate till the bus stops, then they are permitted to enter. The bus delivery and checking system is thus such as to completely eliminate all danger of accident.

In addition to all the unique features listed above, the El Monte twin-school plants repre-

sent the last word in fireproof, earthquake-resistant, and durable, up-to-date school construction. In fact, these two elementary schools are classed among the best-planned and best-equipped elementary schools in California today.

THE HEALTH PROGRAM OF TAFT, CALIFORNIA

(Concluded from page 29)

The spastic children have the privilege of hydrotherapy and corrective work in the physical-education department.

The principal objective of the dental-hygiene program in the Taft system is to teach the children, and through them, the parents of the community, the value of clean, healthy mouths. Many children in the country are retarded in school by diseased or subnormal mouths, which cause such serious ailments as rheumatism, heart and kidney ailments, and malnutrition. Therefore, the attempt is to prevent such disastrous conditions in the lives of the pupils by helping them form proper habits of health in their early years. This is done by an annual examination by the dental hygienist of all children in the school system, as well as the cleaning of the teeth of every child from the first through the eighth grades. Any defect noticed is brought to the attention of the parents. If the parent does not attend to remedying the defect through the family dentist because of finances, the school sees to it that the work is done. Through the fine co-operation with the parents in the past the

percentage of children with dental defects has been lowered from 95 per cent to about 60 per cent. Through personal contact with each child, the dental hygienist is constantly working with the children to instill in them the strong desire to have clean, attractive teeth. She teaches them the cause of decay and its effect upon health, helps them realize the value of proper food to build strong teeth, and attempts to take away their fears of a dental office.

The mental-hygiene program for the Taft schools is directed by the supervisor of child welfare and attendance. Her work has been most helpful in the solution of behavior and personality problems in the schools. By the organization of a child's guidance clinic in which the school nurses, dental hygienist, physical-education directors, school doctor, research director, dramatics teacher, supervisor of speech correction, curriculum director, and the principals and teachers of the child concerned take part, the problems of the child under consideration are given thorough analysis. Ways and means for securing improvement are suggested to be carried out by the various persons who are in daily contact with the child. The supervisor of welfare is the co-ordinator of this program and sees to its functioning.

The research department of the Taft schools has the task of measuring the abilities of all the children in the various fields of learning as well as attempting to find the pupils' mental capacity.

Offering
...SO MANY ADVANTAGES



YOU get many PLUS advantages in Halsey Taylor Drinking Fountains:

- The advantage of dealing with an organization specialized in the exclusive manufacture of this one particular product;
- The advantage of sanitary health-safe features such as practical automatic stream control and two-stream projector;
- The advantage of dependable performance under all conditions and a freedom from servicing annoyances.

Specify Halsey Taylor and be SAFE!

THE HALSEY W. TAYLOR CO., WARREN, OHIO

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DRINKING • FOUNTAINS

Leading School Installations Everywhere

VOGEL SCHOOL CLOSETS

VOGEL School Closets are designed and built to withstand the continual use and abuse they are sure to receive. Furthermore, they return the utmost in economy—both in water consumption and upkeep.

Thousands of installations in schools everywhere.



Furnished in two types: Vogel No. 10 (Illustrated) Syphon action, vitreous china bowl, heavy bronze and nickel brass hardware, enameled drum-shaped pressure tank. Vogel No. 10-A. Same specifications as No. 10 except for concealed pressure tank.

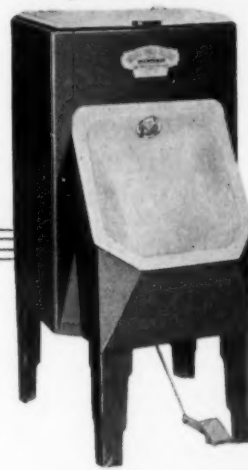
Sold only through recognized wholesalers of plumbing supplies.

**JOSEPH A. VOGEL
COMPANY**

WILMINGTON, DELAWARE

Two "MUSTS"

For Every School's
**1939
Improvement
Plans**



● **SHOWERWAY.** A 100% sanitary hand-washing unit. Removes the "contact" contagion menace. Provides new health protection—and many other hygienic and esthetic features—at amazingly small cost.

SHOWERWAY. A 100% sanitary hand-washing unit. Removes the "contact" contagion menace. Provides new health protection—and many other hygienic and esthetic features—at amazingly small cost. **SHOWERWAY** soaps hands thoroughly; then flushes away dirt and germs with a non-splashing shower of warm water. Metal tray, holding 32 glass lunch jars, fits into water tank; enables rural schools to provide students with an energy-building warm dish at lunch. The daily cost of providing **SHOWERWAY** health protection is only a small fraction of a cent. Available in Independent, Stove Heated, Semi-Automatic, Electrically Heated, and Completely Automatic Electrically Heated models. Mail coupon for full details.



"POSTURE-PERFECT" CHAIRS

Now available in beautiful 2-tone color combinations. This new beauty, combined with the distinctive comfort, safety and durability features which have made Lyon Steel Folding Chairs the choice of leading schools everywhere, qualifies these chairs for

use in the most modern auditoriums, classrooms, and assembly halls. Be sure to see them before you buy folding chairs.

LYON METAL PRODUCTS, INCORPORATED
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LYON *Service*
SCHOOL EQUIPMENT

LYON METAL PRODUCTS, INCORPORATED, Aurora, Illinois

LYON METAL PRODUCTS, INCORPORATED
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Without obligation send full particulars on ☐ Showerway; ☐ "Posture-Perfect" Folding Chair.

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Laboratory and Vocational Furniture



Sheldon's forty years experience in planning and exclusively manufacturing Science and Vocational Equipment for schools makes available to you a service unequaled anywhere. You are welcome to take advantage of it. A trained "Sheldon" Representative is located near you and our 250 page catalog, No. 24, is available free upon request.

E. H. SHELDON & COMPANY MUSKEGON, MICHIGAN

A STATE PROGRAM FOR THE TRAINING OF SUPERIN- TENDENTS OF SCHOOLS

(Concluded from page 25)

full of their abilities. Such men should offer the leadership it is essential that the various communities have if they are going to meet their problems increasingly through the application of intelligence. Then it should be impossible for anyone honestly to state that "The administration of education is grossly inefficient; it is the weakest phase of our great educational enterprise. . . ." In fact, then it should be increasingly possible as years passed to speak of the effectiveness and efficiency (broadly conceived) of the whole of our educational enterprise. All of this promises to develop with the application of a very meager sum of money to the improvement of conditions pertaining to the education of one of the most powerful groups of leaders in the American society — those to whom we look for leadership in directing the growth (physical, intellectual, emotional, social, political, and moral) of children, youth, and increasingly, adults.

PROGRESS IN MEXICO, MISSOURI

Home-room program in the high school at Mexico, Mo., have been placed under the supervision of a guidance director this year. The director prepares and supervises the teaching of safety, citizenship, conservation, health, and study.

A co-ordinator has been employed by the board of education to articulate a high-school

program with the business interests in Mexico and to provide apprentice training for high-school boys and girls.

The fourth grade has experimented during the year with activity programs and has carried out a unit plan of organization of subject matter. School patrons are well pleased with the program and the project has been declared a success.

Since September, 1937, the teachers in Mexico have been paid on a twelve months' basis.

During the coming summer the board will begin the construction of a concrete stadium. The work will be carried out with the aid of WPA labor.

NEW SCHOOL NEEDS DISCUSSED BY KENTUCKY SCHOOL BOARDS

Teachers and education board members were challenged to build a better, more efficient public-school system by T. W. Oliver, Pikeville, president of the Kentucky School Board Association, at the annual meeting held on April 13 at Louisville, Ky.

Speaking at a general session of the Association, Mr. Oliver cited social and economic changes as indicating a "pressing need for better training of our youth." Basing his message on the report of the President's Advisory Committee on Education, he pointed out that it shows clearly the need for careful planning of educational programs, "raising the curtain on education of tomorrow."

Dr. Edwin Lee, of Columbia University, described the primary objective of education as the training of youth "to live with people, with things, and with self." To attain that objective, he said, education must be prepared to answer the cardinal questions of youth: What work is there for me to do? What work am I fitted to do? How and where can I be trained to do that work?

Discussing "Rural Education for a Democracy," Dr. M. A. Dawber, New York City, charged that rural high schools are concerned too much with

training and not enough with education. "Education," he said, "must fit people for creative living."

Discussing the objectives of the Kentucky State School Board Association, Mr. W. D. Nicholls, secretary, pointed out that the Association plans to bring to the educational forces of the state the organized help of a large group of laymen who are responsible for the management and control of the public schools. The Association proposes to seek enlightenment for its membership, to watch and to promote good legislation, to co-operate with the professional educational forces, with the parent-teacher associations, and with other organizations interested in education.

EAST AURORA INCREASES SCHOOL TAX

A serious financial situation in East Aurora, Ill., was solved recently when the electors, by a vote of 1,486 to 574, approved an increase in the school tax rate from \$2 to \$2.38. The increase of 38 cents in the tax rate will augment the tax income of the schools by \$60,000, and will enable the school board to carry on its present program, and even to improve it if necessary.

As a means of informing the voters on the great need of the tax increase, the school board prepared an eight-page pamphlet entitled, "The Critical Condition of the East Aurora Schools," in which the voters were given a convincing answer to the question, "How Can We Maintain the Present Standard of Our Schools?" Supt. K. D. Waldo led in the election campaign.

TO HOLD READING LABORATORY INSTITUTE

The Third Annual Reading Laboratory Institute will be held July 3-15, at the Peabody College for Teachers, Nashville, Tenn. The program has been arranged to interest teachers of all grade levels, administrators, supervisors, directors of reading clinics, teachers of exceptional children, and educational clinicians.



Pattern No. 6066

*A
New
-Y-
Type
Chair*

Seat 5 ply 5/16" Birch Veneer, compound curve, manufactured with casein glue; or may be furnished with 5 ply 5/16" flat veneer panel enclosed in a steel frame.

Seat panel cannot tip at front or back when chair is open for use.

The posts, legs and braces are 14 gauge 1" x 3/8" beaded rolled channel steel.

The test of this chair revealed that the chair would sustain a weight of 2105 pounds before failure developed.

Write for catalog and prices.

ACME CHAIR COMPANY

Largest Exclusive Manufacturers of
FOLDING CHAIRS

READING, MICHIGAN

THE ELEMENT OF SAFETY IN SCHOOL TRANSPORTATION

(Concluded from page 56)

becoming an integral part of local school systems. When this new relation is accepted, they become more than mere men to handle the bus. Their obligations then throughout the school session are more varied, and more extended. They are employees of the board on the one hand and fellow workers under the principal or superintendent on the other. They may become a powerful ally in establishing and carrying forward a larger phase of the educational problem and may do much toward realizing the educational program. The school board which fails to recognize the significance and the possibilities for good in a competent corps of bus drivers, denies the schools fruitful opportunities for service. Such a program assumes first, that the drivers shall accept as fundamental certain duties, and second, that the board shall make possible through a co-operative effort the highest type of service on the part of those who drive its buses.

A MODERNISTIC BUILDING FOR A MODERN SCHOOL

(Concluded from page 45)

ceiling to floor and from wall to wall. Artificial lighting is provided by fixtures set flush in the ceilings.

The classrooms are planned for maximum mobility of pupils. The furniture is movable. The rooms contain a minimum of woodwork; the walls and ceilings are plastered; the ceilings have flush lighting fixtures; the floors are inlaid linoleum; a minimum of blackboard and a maximum of tackboard are provided; outdoor light is controlled by Venetian blinds; the walls, finished in warm buffs and grays, make the rooms attractive.

Enlargement is planned by means of wings at the east and west ends. For this purpose extra boiler capacity and ample plumbing and electrical services have been arranged. The glass brick at the ends of the corridors will be moved to the new corridor ends.

The educational planning of the building was carried on by Supt. J. B. McManus, and the architectural planning and supervision of construction were done by Mr. Louis H. Gerding, architect, of Ottawa, Ill.

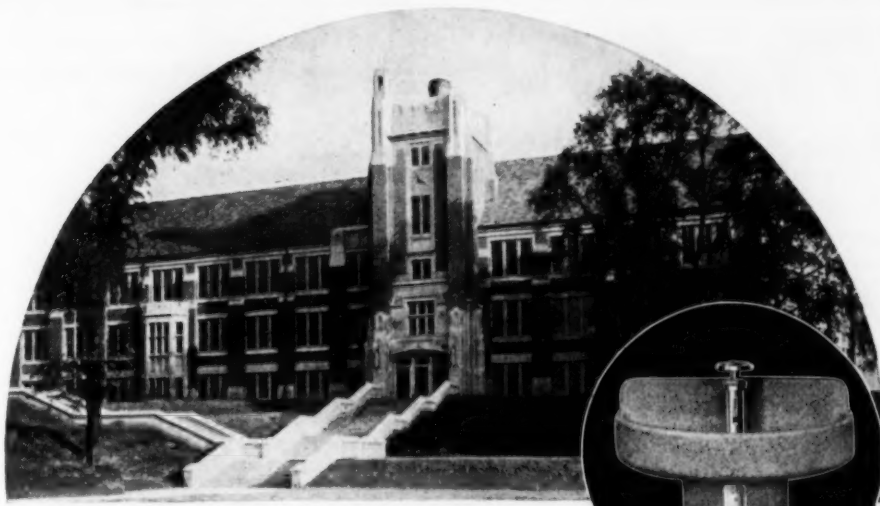
The cost was \$90,000.

EFFECTIVE PUBLIC-SCHOOL ADMINISTRATION

(Concluded from page 31)

Six Conclusions

1. All educational problems should be solved on the basis of the solution which will render the greatest educational efficiency to the youth concerned.
2. Educational problems shall be settled not only in the child's interest, but also in peace and harmony.
3. Problems must be settled democratically, not dictatorially. If an American educator is a dictator, is he not working in the wrong country?
4. Mr. Chamberlain advocated peace. In general, the writer agrees with this statement, but not at any cost, because if one is coping with dictators, he will occasionally have to use other methods.
5. Several heads are better than one. Co-operation is essential in all school enterprises.
6. In general, educational problems can be solved best only through peaceful, co-opera-



Architects, McQuire & Shook; Engineers, Bevington & Williams; Plumbing Contractors, Roland M. Cotton Co.

THE LATEST IN SANITARY GROUP WASHING AT THOMAS CARR HOWE HIGH SCHOOL, INDIANAPOLIS

Well-known for its high educational standards, Indianapolis is also mindful of the welfare and health of its students. It is logical, therefore, that modern group washing facilities are provided, as evidenced by the installation of Bradley Washfountains.

These Washfountains serve each person with clean, running water from a central sprayhead. Water consumption is reduced, space is saved, and installation and maintenance costs are cut because there is no more piping for one group Washfountain than for one one-person conventional washbasin.

Among recent Bradley school installations are: Public School, Kirkland Lake, Ont.; State Agriculture College, Colo.; Central High School, Ft. Wayne, Ind.; Fordson H. S., Dearborn, Mich.; Cornell University; Rogue River H. S., Grants Pass, Ore.; Georgia School of Technology; State Training School, Boonville, Md.; Tome Jr. School, Port Deposit, Md.; Central School, Orange, N. J.; A & M College, Okla.; Will Rogers H. S., Tulsa, Okla.; State Mining School, Platteville, Wis.; Mastick School, Alameda, Calif.

You can install Bradleys in your present buildings as well as in new ones—for greater economy, sanitation, and convenience. Write for Booklet, "Washroom Plans". BRADLEY WASHFOUNTAIN CO., 2223 W. Michigan St., Milwaukee, Wisconsin.



Made in full-circle and half-circle models.



Write for this booklet

BRADLEY WASHFOUNTAINS

tive methods, with the welfare of the children receiving primary consideration first, last, and always.

A MEMORIAL MUSEUM WHICH TEACHES

(Concluded from page 22)

of our history department, and now, having retired from active teaching, gives practically his full time to this work. Our curator, together with courteous assistants, keeps the museum open all day for any individuals or groups who care to make use of it.

One example of the use of this museum might be cited. Each one of the classes in the art department has repeatedly visited the museum. From these trips, the students

have received sufficient stimulation to sponsor an art exhibit of their own in the art room. The results were gratifying. Exhibits from over twenty foreign countries were brought for this display from the homes of the students. The teacher stated that she was astonished at the valuable and interesting things displayed by the students. These articles were things that the students had in their homes, but had not noticed until brought to their attention by the results of the museum trips.

Such a museum could be built up in almost any small town or city in our country. Our schools in America could well afford to emulate this phase of the English system of education.

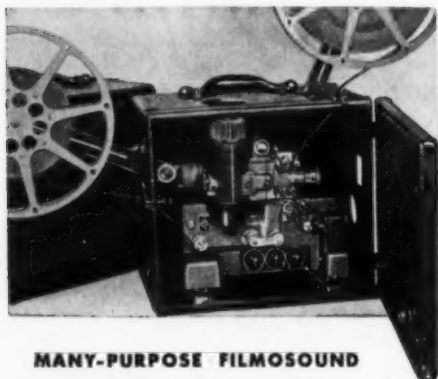
When Tests Precede the Purchase

SCHOOLS BUY

Filmosounds

● Time and time again, where comprehensive, impartial tests have been made by visual education groups of states and municipalities, Filmosound Projectors have been selected. In actual comparison, Filmosounds prove their superior performance on every important point!

There are Filmosound and Filmo Silent Projectors for every school requirement—from low-cost classroom models to the Filmoarc for largest auditoriums. All are built for lasting dependability by the world's largest manufacturer of professional movie equipment. Write for booklet illustrating, describing, and pricing many models.



MANY-PURPOSE FILMOSOUND

Filmosound "Academy," pictured, shows both sound and silent 16 mm. movies in either classroom or moderate-size auditoriums. Permits using microphone and phonograph turntable. Provides exceptional volume for a projector at this price. Complete in two compact cases, only \$298. Bell & Howell Company, Chicago; New York; Hollywood; London. Est. 1907.

WRITE FOR DETAILS

BELL & HOWELL COMPANY ASBJ 5-39
1814 Larchmont Ave., Chicago, Ill.
Please send booklet describing Filmosound School Projectors.

Name.....
School.....
Address.....
City..... State.....

PRECISION-MADE BY
BELL & HOWELL

After The Meeting

Perfectly Correct

Mrs. Gayboy had friends to tea, among them a professor's wife who prided herself on her correct use of English.

"I wish I knew where George was," remarked the hostess, referring to her husband.

The professor's wife drew herself up. "I presume, my dear," she said primly, "that you mean you wish you knew where he is."

"Oh, no, I don't," replied Mrs. Gayboy sweetly. "I know where he is. He's upstairs in bed with a black eye and a fearful headache. I want to know where he was."—*Australian Women's Weekly.*

Evolution, Surely!

The teacher had pointed out that a surname often indicated the trade of the ancestor who bore the name. He gave as examples the names Smith, Taylor, Baker, and others. Then he questioned one of the boys: "What were your ancestors, Webb?"

"Spiders, sir."—*Teachers' World.*

Grammatical Always

A story is told of a New England college professor, who is an enthusiastic fisherman, and who while wading in a seemingly shallow brook, dropped into a hole. A farmer near by, hearing his calls for help, pulled him out. After the usual arm swinging used for resuscitating, the professor sat up and meekly thanked his rescuer.

"How did you come to fall in?" asked the farmer.

"I didn't come to fall in," snapped the professor, "I came to fish."

Good Value

"Has your son's college education been of any value?"

"Oh, yes, it cured his mother of bragging about him."—*Harper's Harp.*

The Tutor

"I hear you have adopted a baby!"

"Yes, he is two months old—a little French boy."

"Why choose a French one?"

"When he begins to speak we shall have an opportunity of learning French."

Truer Pose

A farmer, visiting his son at the university, took the boy downtown to have his photograph taken. The photographer suggested that the son stand with his hand on his father's shoulder.

"It would be more appropriate," remarked the father, "if he stood with his hand in my pocket."—*Rural Progress.*



Mother: "Well, Mary, dear, I'll bet you're glad school is over. And just what did they teach you this year?"

Mary (sadly): "Not much; I've got to go back next year."—*Pathfinder.*

School Buyers' News

Announce New Interior Finish

A new insulating interior-finish product, Nu-Wood Sta-Lite, has been announced by the Wood Conversion Company, St. Paul, Minn. This new surface treatment, which has a light-reflection factor of more than 70 per cent, has been subjected to severe tests, which prove that after exposure the surface does not darken but is light enough to be easily seen by the eye. Tests also show that after exposure of two years, the material has a definite increase in whiteness.

Nu-Wood Sta-Lite is available in tile, plank, and board. Both in texture and color, Sta-Lite is designed to harmonize with tan and variegated Nu-Wood. Complete information and samples are available.

Lighting the Classroom

The F. W. Wakefield Brass Company, Vermillion, Ohio, has made available for school authorities and architects, details of an indirect lighting installation at the Superior School, East Cleveland, Ohio. In a typical room insufficiently lighted by windows, indirect illumination successfully corrected the situation. The leaflet will be sent to any school authority who addresses the firm at Vermillion, Ohio.

Burroughs Issues Useful Booklet

The Burroughs Adding Machine Company, Detroit, Mich., has issued a helpful booklet of value to school business executives, telling how to save time in an office.

The booklet gives 29 major suggestions for locating and eliminating the useless, costly operations that handicap office employees.

Flush Valve Facts

All the important facts relating to flush valves are incorporated in a new book just issued by the Sloan Valve Company, 4300 West Lake St., Chicago, Ill., with the title "Seven Flush Valve Facts." How to obtain economy in water consumption, how to reduce upkeep and maintenance costs to the minimum, how to protect school children against dangerous back siphonage, how to obtain "quiet" in flush valves, are some of the important facts included in this valuable book.

A copy will be sent to school officials and schoolhouse architects on request to the company.

Simplified School Cleanliness Guide

The Colgate-Palmolive-Peet Company, 105 Hudson Street, Jersey City, N. J., has just issued a useful chart, entitled a "Simplified School Cleanliness Guide," which is intended to help school executives simplify all school cleaning problems. One side of the chart shows the best, most economical soap or cleaning solution to use, and the other side gives easy directions to help the user in getting perfect results on every job. The cleaning guide eliminates guesswork and insures that just the right soap will be used for each particular job.

A free copy of the guide will be sent to any school official who requests it.

Announce RCA Victor Recorders

An instantaneous recording and playback instrument for school use has been announced by Mr. E. C. Dent, RCA Victor educational director. The recorder is especially valuable for speech correction, dramatics, music, and teaching speech. The instrument is low in cost and may be had in console-type and portable-type models.

Bell-Howell 16-mm. Projector

Bell & Howell, Chicago, Ill., have just announced a new 16-mm. motion-picture projector for educational use. It is called the "filmaster," and is entirely gear driven. Reels up to 400 may be projected. The furnished lens is a 2-in. F 1.6. Circulars are available.

BUYERS' NEWS

Webster-Nesbitt Giant Unit Heaters

The John J. Nesbitt Company, Holmesburg, Philadelphia, Pa., has announced a new catalog devoted to descriptions and illustrations of the Nesbitt giant unit heaters.

These units are in three types—Standard, thermadjust, and valve-controlled—and are suitable for rapid, uniform, and economical heating of large areas. They are constructed in nine casing sizes, with four sizes of heating elements. The capacities range from 3,300 to 16,000 cfm, and from 125,000 to 1,008,000 btu per hour, with two pounds steam and 60-degree entering air. All of these units may be used on steam pressures up to 200-pound gauge.

The booklet contains valuable information on basic ratings for steam pressure, btu conversion tables, extended ratings for steam pressure, forced hot-water heating capacities, tapping arrangements, and piping diagrams.

Complete information is available upon request.

Safety in Treads and Flooring

Hazards of worn and slippery walkways are being eliminated with a new type of rubber flooring product, known as Orco Safety Treads and Flooring. Norton Alundum abrasive aggregate is uniformly distributed and securely embedded in a molded base of rubber. The Orco Tread is made of hard, reinforced rubber, and Orco Flooring is available in both soft and hard rubber.

A box of samples of Orco Safety Treads and Flooring will be sent to school officials and school architects on request. Manufacturers are The Ohio Rubber Company, Willoughby, Ohio.

Crane Announces "Whirlton" Quiet-Action Water Closet

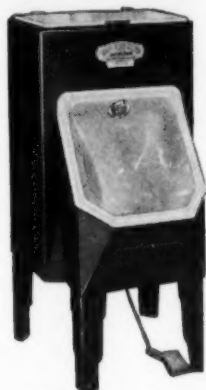
The Crane Company, 836 South Michigan Ave., Chicago, Ill., has recently announced the "Whirlton," a quiet, whirlpool-action, siphon-jet water closet, which is particularly useful for school and public buildings.

The "Whirlton" is equipped with Delta flush valve, Vigilant vacuum breaker, and Crane muffler unit. It is available with ebony finish, hard-rubber open-front seat, with rubber check hinge.

Announce New "Showerway"

A recent device, "Showerway," for washing the hands with warm water, is produced by the Lyon Metal Products Company, Aurora, Ill.

The device is unique in construction. The water is held in the unit itself, in a six-gallon stainless steel tank. Stepping on the foot pedal, releases the



New "Showerway" Fixture.

water through the showerhead by gravity. A thorough handwashing can be obtained with six to eight ounces of water.

The "Showerway" is made in three models—one for use where no water or electricity are available, another where electricity is available, and a third where both running water and electricity are at hand. Complete catalogs are available to any school authority who will write to the Lyon Metal Products Company, in Aurora, Ill.

Announce New Columbia Gelatine-Roll Duplicator

A new, popular-priced duplicator, combining simplicity of operation with low cost, has been announced by the Columbian Ribbon & Carbon Mfg. Company, Inc., of Glen Cove, N. Y.

The Columbia duplicator—a compact machine—combines the advantages of the gelatine process with several unique features. It uses the patented "all-season" gelatin roll. A feature is a condition indicator, which eliminates guesswork on the part of the operator, provides a means of



The New Columbia Duplicator.

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ADVERTISERS' INDEX

Acme Chair Company.....	106	Evans Company, W. L.....	109	Pittsburgh Plate Glass Co.....	15
All Steel Equip. Co., Inc.....	92	Everwear Mfg. Company.....	108	Powers Regulator Co.....	102
American Crayon Company.....	108	Finnell System, Inc.....	2	Premier Engraving Company.....	109
American Seating Co.....	4th Cover	Ford Company, The J. B.....	114	RCA Mfg. Company, Inc.....	71
American Type Founders Sales Corp.....	97	Goodyear Tire & Rubber Co., The.....	3	Rixson Company, Oscar C.....	83
A. P. W. Paper Company.....	110	Gregg Publishing Company.....	80	Royal Metal Mfg. Company.....	91
Architects Directory.....	8	Hamilton Manufacturing Co.....	97	Rundle-Spence Mfg. Co.....	98
Arco Company, The.....	85	Heywood-Wakefield Company.....	64	Schermerhorn Teachers' Agency.....	108
Arlington Seating Co.....	78	Hillyard Chemical Company.....	79	Sengbusch Self-Closing Inkstand Co.....	108
Armstrong Cork Products.....	14 & 100	Holden Patent Book Cover Co.....	66	Sheldon & Company, E. H.....	106
Automatic Pencil Sharpener Co.....	87	Holmes Projector Company.....	107	Skilsaw, Inc.....	101
Barber-Colman Company.....	104	Horn Folding Partition Company.....	86	Sloan Valve Company.....	7
Bausch & Lomb Optical Co.....	61	Hunt Pen Co., C. Howard.....	80	Smith & Corona Typewriters, L. C.....	68
Bell and Howell.....	112	Huntington Laboratories.....	84	Solar-Sturges Mfg. Co.....	104
Best Universal Lock Company.....	92	International Harvester Company.....	73	Sonneborn Sons, Inc., L.....	89
Binders Board Manufacturer's Assoc.....	67	Irwin Seating Company.....	99	Standard Electric Time Co.....	62
Bradley Washfountain Co.....	111	Johnson Service Company.....	1	Standard Gas Equipment Corp.....	82
Bruce Company, E. L.....	14	Kewaunee Mfg. Company.....	76	Taylor Company, Halsey W.....	105
Bruce Publishing Company, The.....	107, 108, 110	Kimball Company, W. W.....	107	Tennant Company, G. H.....	95
Burroughs Adding Machine Co.....	63	Lyon Metal Products, Inc.....	105	Tiffin Scenic Studios.....	110
Celotex Corporation, The.....	81	Maple Flooring Manufacturers.....	2nd Cover	Timme & Son, E. F.....	108
Century Brass Works.....	102	Medart Mfg. Company, Fred.....	96	Todd Combustion Equip., Inc.....	10
Chicago Hardware Foundry Co.....	94	Miller Keyless Lock Co., J. B.....	110	Trane Company, The.....	13
Clarín Manufacturing Co.....	86	Minneapolis Honeywell.....	3rd Cover	Turner & Harrison Pen Mfg. Co.....	108
Colgate-Palmolive-Peet Co.....	17	Mork Green Studios.....	108	Twin City Scenic Company.....	110
Columbia Ribbon & Carbon Mfg. Co.		National School Supplies & Equip. Assoc.....	16	Underwood Elliott Fisher Co.....	65
Inc.....	75	Nelson Corp., Herman.....	9	U. S. Gypsum Company.....	11, 12, 103
Columbia School Furniture Corp.....	110	Nesbitt, Inc., John J.....	18	Universal Bleacher Company.....	90
Congoleum-Nairn, Inc.....	69	Norcor Manufacturing Company.....	100	Vestal Chemical Company.....	103
Continental Car-Na-Var Corp.....	109	Norton Company.....	6	Victor Animatograph Corp.....	90
Delta Mfg. Company.....	77	Norton Door Closer Co.....	100	Vogel Company, Joseph A.....	105
De Vry, Inc., Herman.....	109	Ohio Rubber Company.....	20	Vonnegut Hardware Co.....	4
Dick Company, A. B.....	5	Ozalid Corporation.....	101	Walrus Mfg. Company.....	93
Draper Shade Company, Luther O.....	107	Page Fence Association.....	98	Weber Costello Company.....	74
Dunham & Company, C. A.....	12	Peabody Seating Company.....	72	Williams Iron Works.....	110
Durham Mfg. Co.....	88	Petersen & Company.....	108	Wood Conversion Company.....	99
Dudfield Mfg. Company.....	110	Peterson & Co., Leonard.....	88	Yale & Towne Mfg. Company.....	96
Eberhard Faber Pencil Co., Inc.....	91	Pick Co., Inc., Albert.....	82		



JUST ALIKE—BUT

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